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# Special Libraries

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Vol. 41, No. 5, May-June, 1950

Special Libraries Association

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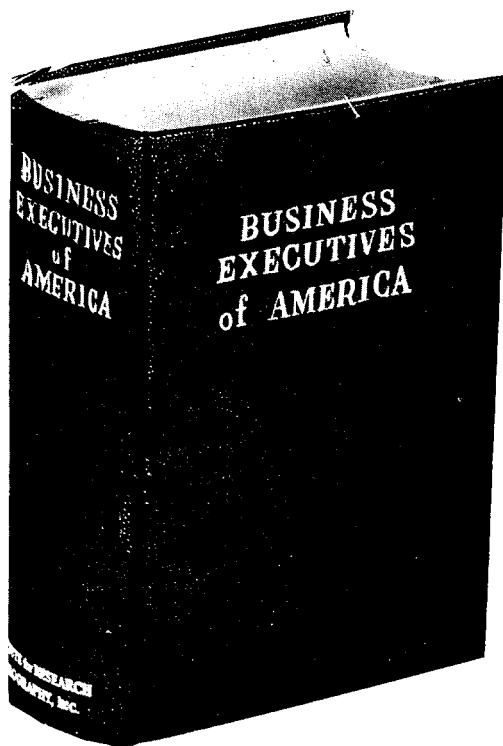
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*Indexed in Industrial Arts, Public Affairs  
Information Service, and Library Literature*

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The articles which appear in SPECIAL LIBRARIES express the views of the authors, and do not necessarily represent the opinion or the policy of the editorial staff and publisher.

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SPECIAL LIBRARIES published monthly September to April, with bi-monthly issues May to August, by The Special Libraries Association. Publication Office, Rea Building, 704 Second Ave., Pittsburgh 19, Pa. Address all communications for publication to editorial offices at 31 East Tenth Street, New York 3, N. Y. Subscription price: \$7.00 a year; foreign \$7.50; single copies, 75 cents. Entered as second-class matter February 5, 1947, at the Post Office at Pittsburgh, Pennsylvania, under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in the Act of February 28, 1925, authorized February 5, 1947.

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# Education For Special Librarianship

*Miss Leonard is Associate Professor of Library Science, Simmons College, Boston, Massachusetts.*

CATALOGS OF ACCREDITED library schools indicate not only a great variety of courses applying to special library training, but also fundamental differences in reasoning concerning how such training should be provided and of what it should consist. Indeed, a survey of articles and conferences on library education shows that special library education is a perennial subject and that there is little consistency in viewpoint toward it except that of disagreement.

Many defend the thesis that special librarianship cannot, or need not, be taught at all—that training can be acquired properly only through experience. Others believe that intensive academic preparation in subject fields—law, chemistry, music or whatever the appropriate subject field may be, plus general library education is adequate. Finally, there are those who see in special librarianship a distinctive relationship to business, industry or the professions which requires “special” content and method in the training program. All would undoubtedly agree that the question of special library training is a fluid one, as is all library education today.

Successful development of special library education is also impeded by the fact that the library educator and the special librarian continue in their failure to understand each other. The library educator’s own training and experience is “general” and he has usually had comparatively little contact with special libraries other than the departmental library in universities and in

public libraries. On the other hand, the special librarian often fails to see beyond the horizon of his own particular organization and has had little in common with the experience of the educator in the library profession. Added to these reasons is the lack of textbooks on special library administration and very little organized literature on the characteristics and philosophy of special librarianship.

Those library schools which provide preparation in the literature of subject fields and training in giving reference or information service are, to a limited extent, meeting the demand for more specialized service to a library’s clientele. University and public librarianship stand to gain by the greater emphasis on the content of library materials and methods of servicing them in subject areas. The opinion of many special library administrators, however, is that the content and method of instruction in such training programs are not inclusive enough for consideration of the varied substance of special librarianship in many types of institutions.

A few schools offer courses in specific fields of special librarianship, such as law, medicine and music. Emphasis on sources of information and bibliographical and research method in these areas provides opportunity for positions in professional school libraries in these subjects and in professional society libraries in the fields of medicine and law. Since not more than one-third of such courses is devoted to organization and administration, students are not specifically trained in the variety of administrative and professional operations which librarians of industrial corporations, non-profit associations and



institutions, and government agencies must know.

Proponents of courses in specific areas of librarianship recognize the need for subject specialists who have had their training directed toward providing bibliographical and research tools for specialized service in these areas. The advantage of having an instructor and special lecturers who are subject specialists and also library administrators is an important consideration. Both special librarians and library school administrators recognize, however, that subject preparation by means of specific courses in each field of librarianship is impractical for all library schools to undertake. Moreover, many see other limitations in this "subject" approach to special librarianship.

The partial answer to this dilemma may be found in the fact that an increasing number of programs or courses dealing generally with "special libraries" has come into being in the last decade. These have varied so much in content and method of instruction that it is impossible to state that any standard in this type of preparation has been achieved. The changing patterns in library education at the present time have also tended to obscure the particular requirements of special librarianship in favor of general programs.

A "special library" is not an entity; it exists as an integral part of a highly specialized kind of organization whether it be an industrial corporation, research or service institution, a trade association, a government agency or a museum. Since it exists to serve the members of that organization, it is necessary to provide in the training program an orientation to the structure, functions and activities of the varying types of organizations.

Students must understand administrative problems in relation to the organizational set-up, and methods of organizing or reorganizing a library in such establishments. Since most special libraries do not deal with one subject

only or even with one type of clientele, it is necessary to provide intensive orientation to a variety of sources of information and the methods of meeting—and anticipating—the research and informational needs of the clientele. The organization and administration of the specialized collections in libraries must also be included. All the duties and responsibilities of the special librarian outside the traditional realms of library service must be stressed, and these are many.

#### **Advantage of a General Special Libraries Course**

One advantage of a general special libraries course is that a student may study his own field and the types of libraries in it while he gains perspective of the special library field as a whole. The success of such a course depends on the instructor's ability to integrate the similarities, variations and differences in administrative policies and methods into a co-ordinated whole while directing the student's interest and objectives in one particular segment. The chief deterrents to this type of course have been the difficulty of finding qualified instructors who have had experience in "organization" libraries and the deficiencies in special library literature from a teaching point of view.

One illustration of the general special libraries approach is the program at Simmons. The School of Library Science, Simmons College, has attempted for some ten years to prepare qualified students for positions requiring subject knowledge in particular areas and also for positions requiring background in organizational and administrative principles in libraries connected with business and industrial corporations, research institutions, museums, government agencies and similar organizations. Believing in the soundness of its basic philosophy, Simmons has extended and strengthened its courses in its current graduate program.

The Simmons plan may be said to be unique in that it offers a *program*, not

an elective course in "Special Libraries." In fact, one-half of the required twenty year-hours (forty semester hours) is devoted to courses carefully integrated to make a balanced preparation for special library positions.

Courses in the first semester are the same for all Master of Science candidates. Students enrolled in the Graduate Program in Special Librarianship concentrate on their objective during the second semester and the summer following. Courses which students take the first half-year are as follows: The Library as a Social Institution, Reference Methods, Literature of the Social Sciences, and Principles of Cataloging and Classification. Three of the four courses in the second half-year relate to special librarianship. Students may elect for their fourth course either the Literature of the Humanities or the Literature of Science and Technology.

The three courses in the second semester represent the three aspects of librarianship which need special interpretation to meet special library situations. They are: The Organization and Administration of Special Libraries, Research and Bibliographical Method in Subject Fields, and Technical Processes for Special Libraries. Since course titles mean little, the objective and content of each course need description.

To be brief, Organization and Administration of Special Libraries is not just another course in administration. Students learn the organization set-up of a variety of establishments and the place of the library in the organization, including its functions and activities. A thorough introduction to the research and working methods of scientists, statisticians, engineers, social workers, market analysts, advertising executives, etcetera, is provided so that the student will understand the relationship of his job to the objectives of the group with whom he is to work. Added to an understanding of the library's clientele is consideration of the methods used to disseminate information. Administrative

principles and procedures are compared with those in universities and public libraries. Included also are such topics as acquisition policies, interlibrary cooperation, relationships with professional and business associations, and public relations, as they relate to special library situations.

Problems and reports are individualized so that a student concentrates on his own field and the type of library chosen as his objective, while he learns the characteristics of other fields and types of libraries. Visits to special libraries in the vicinity give the student opportunity to gain first-hand knowledge. The seminar method of instruction and frequent individual conferences develop the student's initiative, analytical ability, and capacity to express himself accurately and dynamically.

The second course emphasizes sources of information in subject fields and also the variety of sources used in special libraries. Students not only learn the technique of surveying the literature of a subject field but they also make a "literature survey," in relation to the requirements of a particular type of library. Since many special libraries are the information centers for the entire organization, students learn the use of source materials which answer the specific needs of a particular type of organization.

Bibliographical method is introduced by a study of bibliographical sources in the student's field. The student studies the bibliographical approach to his field before embarking upon the preparation of a comprehensive, annotated bibliography. He may choose his own subject or prepare a bibliography suggested by a special librarian. A two-week period each spring is devoted to specialized reference experience in the field through the cooperation of special librarians in the Boston area.

The third course gives opportunity for students to study technical pro-

*(Continued on page 183)*

# A Realistic Approach To Special Librarianship<sup>1</sup>

*Mr. Sass is Librarian, Pittsfield Works, General Electric Company, Transformer and Allied Product Divisions, Pittsfield, Massachusetts.*

IF ALL THE DEFINITIONS and descriptions of "special librarian" which have appeared in the literature were taken seriously, candidates for special librarianship would be scarce indeed, since only geniuses could qualify. The fact that there are more special librarians than one would expect if this were the case, indicates that there is some discrepancy between the literature and reality. The discrepancy is the result of a basic confusion which interferes with clear thinking on the subject. This confusion is due to the failure to differentiate between the functions of a special *library* and those of a special *librarian*.

The special library—particularly the industrial library—has assumed or been delegated certain duties in addition to those which are strictly in the realm of the librarian. These duties include, among others, translating, abstracting or synthesizing literature, and even editing. I have no quarrel with these non-librarian functions of the library. For one thing, the library is a natural center for this type of activity and for another, it is a good thing for the prestige of the library that management looks to it for the performance of these necessary functions. However, it is extremely important to our profession to differentiate between what the special library is expected to do and

what the special librarian should be expected to do.

Translating, other than that required in connection with a librarian's bibliographic duties, is the realm of a translator. If the library is large enough and translations are numerous enough, the library staff should number among its members professional translators. Otherwise, the work should go to commercial translators who are competent in the subject field. Even if the librarian is an accomplished linguist, he will inevitably be neglecting his major duties as librarian if he takes the time to do extensive translating.

On the question of abstracting, or what is worse, synthesizing literature, I cannot express myself too strongly. These are not duties of a librarian and it is difficult to see how they can be. Abstracting and synthesizing literature are the job of a subject specialist. In a medical library or a law library, or some other well-defined field, the librarian may be a specialist in his subject as well as a librarian and thus be capable of abstracting literature in the field, if time permits. The average industrial library, however, is so diversified in subject matter that the librarian would have to be either a fool or a knave to assume the duties of an abstractor. Abstracting involves evaluating and a person must be more than a dilettante in his field to evaluate literature adequately. This brings up the question of subject specialization versus library science training; this controversy has filled entirely too many pages in the professional literature. It is a sterile issue because it is based on the confusion already referred to. It

<sup>1</sup> Paper presented at meeting of Western New York Chapter, SLA, March 18, 1950, Schenectady, New York.

confuses the function of a library with that of a librarian.

Those who have argued this point have generally argued it entirely on an academic plane without relation to practical situations. The average industrial library is sufficiently diversified so that if someone suggests that the librarian be a subject specialist the logical question is: What subject? The Pittsfield Works Library, for example, is a typical industrial library. The plant which it serves manufactures a relatively narrow line of electrical equipment—transformers and capacitors with their accessories. Thus the electrical engineer comes to mind as the obvious subject specialist, but this is a superficial reaction. It so happens that the library is very active in the field of chemical literature. Reference works, such as *Beilstein* and *Gmelin*, are among our bibles, yet I believe that it is a most unusual electrical engineer who is not as helpless as any English or History major with these works. As a matter of fact, how many specialists know the literature even in their own limited fields?

The subject specialist may have his place in a library. It is a wonderful idea, as a matter of fact, to have as great a variety of subject specialists as possible, but they must not be confused with librarians. Unfortunately, only very large libraries can afford the luxury of subject specialists. The John Crerar Library falls into this class and it is interesting to note that Herman Henkle, the librarian, distinguishes carefully between them and the reference librarian. He refers to them as a special staff and describes their work as follows<sup>1</sup>:

"The special staff of the research information service consists of research assistants with sufficient graduate work or research experience to conduct competent literature searches and research consultants with doctorates or extensive research experience to prepare more critical reports. Neither of

the latter two groups are [sic!] required to have library school training (although two do have) and they will not normally participate in the general services of the library."

The foregoing discussion has been devoted to depicting what a special librarian is not. Let me now say what I believe the special librarian should be and what he needs to know to be what he should.

### Qualifications of a Special Librarian

The first qualification of a special librarian is that he be an expert in the *sources of information* in the fields of interest to his organization. He needs to know where to find the information. He must be able to use reference tools as sources of factual information when a fact is what is wanted. When a question of evaluation is concerned, he provides a bibliography and the literature in that bibliography which the client feels he needs. He is essentially a reference librarian and a bibliographer, and a course in special libraries cannot teach him too much bibliography and subject reference work. This is where the emphasis must be!

He must know the sources well enough to build a collection which will meet the organization's needs and he must administer this collection so that the maximum benefit is derived from it. The library school must teach him the basic principles of special library administration. It should teach him not only library organization and administration but the relation of the special library to the organization of which it is a part. The course should cover more than just the mechanics of organization. It should cover the relations between the librarian and the library clientele with emphasis on what has been called "attitude", since on this attitude depends to a major extent the success or failure of the special librarian.

Now a word with regard to cataloging. Nobody is more aware than I of the importance of good cataloging in making a library a useful and usable

(Continued on page 194)

<sup>1</sup> *Education for Librarianship*, edited by B. Berelson, Chicago, American Library Association, 1949, pp. 176-177.

# Implications of Current Educational Trends for Library Service<sup>1</sup>

*Mr. Estes is at present at the Doheny Library, University of Southern California, Los Angeles, California.*

THE USERS OF LIBRARIES in institutions of higher learning have often commented on the excellence of their administration. Librarians, like businessmen, have been quick to seize upon every opportunity to streamline the service points of their plants and are justly proud that in a mechanical age they have installed the devices and worked out the routines that bring books to people with a minimum of waiting and discomfort. Despite the occasional complaints of readers, it is quite remarkable how rapidly one is served in the greatest research libraries. Books in stacks that house a million or more volumes are miraculously found through the use of library tools and quickly turned over to the reader. Librarians have studied every physical aspect of their work, the number of chairs in reading rooms, the time and cost of cataloging a title, the speed of pneumatic tubes, but one may properly ask, "How much of present university librarianship is management and how much is education?" It cannot be denied that in the recent past our emphasis has been on the former, and we have demonstrated to the world at large that we are good managers.

While our preoccupation with the managerial side of librarianship is necessary to a certain extent, it is not alto-

gether in keeping with the present trend in higher education of humanizing knowledge. In fact, the tendency on our parts to over-stress administration is likely to narrow our view of college instruction rather than to broaden it and to place librarians on the periphery of education rather than in the center of it. Ever since Dr. Thomas Bray in 1697 first admonished librarians to spend their time communicating knowledge to others, we have been urged to give more attention to the interpretation of books and less to the organization of materials. Perhaps the ultimate in criticism was expressed in the report on *Higher Education in the South in 1947* when it was said "that the time has come for the librarian to demand modification of a system which continues to make of him a mere check-boy in the parcel room of culture."<sup>2</sup>

However, in view of the prevailing opinion that the undergraduate needs a more solid foundation in the humanities and sciences before his specialization begins, college and university library programs are being scrutinized more carefully to determine whether the library is serving adequately as an educational laboratory. This scrutiny has led to a new challenge to librarians and, if the challenge is properly met, perhaps to a new role for the library in the college community.

William G. Land, recently commenting on the "Functional College Library,"<sup>3</sup> urges the colleges to permit librarians to run their libraries methodologically but asks that teaching assistants

<sup>1</sup> Paper presented before the College and University Group Business Meetings at the 1949 SLA Convention in Los Angeles, California, June 14, 1949.

<sup>2</sup> *Higher Education in the South*, University of N.C. Press, 1947, p. 138.

be assigned to libraries to help students in reference work. This, he says, is necessary to bring the student closer to books. He refers to college libraries as "intellectual ice-boxes" where ideas are kept in cold storage and not permitted to flourish. He feels that the efforts of the faculty alone can thaw the existing situation.

Teaching with books has been a familiar theme in libraries for years but in most cases it has remained a theme and not a practice. However, if Mr. Land's proposal were to be widely carried out (it has been tried experimentally at Brown and other universities), the effect on reference work would be disastrous. The most sacred function of the reference department, namely, carrying through on an assignment until the student's problem is solved to his satisfaction, would be forfeited.

Mr. Land feels that the librarian is not the person for this job and reference departments in the future should consist "not of library science graduates but of young scholars . . . chosen for their desire to teach." He throws us a crumb as he goes on to say, "Whenever the reference work of a college library becomes less and less a matter of searching for material by the library's staff and more and more a guidance of the inquirer's own imagination and effort, the type of staff required becomes less that of a library science graduate and more that of a scholar interested in teaching. Even so, there always remains a demand for casual information, which the college library can minimize but probably never escape. Thus, in both book selection and in answering reference questions, the library's technical staff still has a certain part to play."<sup>3</sup>

Before this type of reasoning is permitted to develop further, college librarians must immediately examine the

function of all reference assistants. Since the general education program calls for increased activity on the part of students in the library, it is certainly the librarians who should meet the students' demands. If the librarian is to forego this duty, then indeed he becomes only a manager and a bystander in the world of education. I, for one, do not believe that we intend to see reference service degenerate into a mere information desk that tells students where the catalog is and where bibliographies are shelved. But if we are to keep pace with current trends, we must show that we not only have the will to extend reference work into the teaching field, both formally and informally, but that we have a program for such activity ready for application the minute the administration approves. In fact, I do not think we should wait to be approached on this subject. We should press the matter.

#### **Decentralization of University Libraries**

In order to prepare ourselves for a full instructional program, the university library must begin a concerted plan of decentralization. For years American colleges and universities have carefully brought together library services in one monumental building where hundreds of students pour in daily to study and to search for materials. But the monumental centralized building can rarely offer the student the type of specialized service that he needs for the monumental building also contains monumental rooms and desks. However, these desks are not serviced by a monumental race of men but by perfectly normal human beings who can only do so much in the course of an eight-hour day. The present necessity to serve so many students at one desk creates an atmosphere of mechanics and impersonality which is scarcely an inducement to a love of books. Frequently, at busy charging desks the students are unwittingly ignored in the hurried attempt to serve them. Recently in our library when a case arose where it was

<sup>3</sup> Land, W. G., "The Functional College Library," *Journal of Higher Education*, v.18: 90-94, February 1947.

<sup>3</sup> Ibid.

necessary to identify a borrower, the person who had served the borrower was asked if he could describe him. He answered, "It is so busy at the desk that I only look at identification cards, not at borrowers' faces."

While centralization is not desirable for circulation work, it is well-nigh impossible at a general reference desk. Here the reference librarian on duty is expected to be a mental gymnast and perform on a trapeze consisting of all subjects in the curriculum and a few that are not. One student demands material for a music course, the next for business administration, and the third seeks maps for a geological study. This attempt to be learned in all fields proves utterly futile. As one reference librarian put it, the present tendency to be all things to all men is intellectually destructive. Decentralization of reference service should be instituted even if the plan is as general as the one used at Drake University where all library materials have been separated into three divisions, humanities, social sciences, and natural and applied sciences. At least the reference librarian here is limited to books in one broad field. One may ask, "Why not continue the present practice of employing reference librarians with different subject backgrounds to serve at one central desk?" Unfortunately schedules have to be maintained and the reference librarian trained in music is likely to serve alone when no music questions are asked but when business questions are. It is simply not feasible to say to patrons, "Come back tomorrow when our major in economics is on duty." Furthermore, a general desk may not require more than four reference librarians and four subject fields are too few.

It is sound administration and good economy to centralize acquisition, cataloging and binding, but reference service, if it is to keep pace with educational trends, must be broken up into particles, the size of each depending on the job to be done in the individual in-

stitution. While some universities have developed many departmental libraries and the house plan at Harvard and Yale has brought libraries into dormitories, decentralization is only in its infancy. The librarian of Harvard recently said, "No great university library today gives good service to its undergraduates."<sup>4</sup> This being the case, the universities must do something drastic about it. Perhaps the central library should be left to house only research materials in its stacks, serviced by a supervising librarian and a reference assistant to guide on over-all bibliographical questions. The readable material should be removed and placed in the proper departmental library along with those related reference materials.

In the decentralized, specialized library there is an opportunity to examine what our students are actually reading. Many excellent studies of undergraduate reading have been made in the past, notably those by Dr. L. F. Stieg when he was at Hamilton College and Dr. Harvie Branscomb at Duke University. Dr. Stieg has shown that students who do considerable reading of assigned material will be our best readers of non-assigned books.<sup>5</sup> Dr. Branscomb points out that many students seem to read nothing at all.<sup>6</sup> The good readers we are prepared to serve but the non-readers remain a mystery to us. Perhaps these students rely on private libraries but that seems unlikely where many live on the campus. Perhaps they are using neighboring public libraries. But if, as we have reason to believe, some students are actually graduating from college without having used any library facilities, then they become a very special group.

<sup>4</sup> Metcalf, Keyes. "To What Extent Must We Segregate?" *College and Research Libraries*, v.8: 401-404, October 1947.

<sup>5</sup> Stieg, L. F. "Circulation Records and the Study of College Libraries," *Library Quarterly*, v.12: 94-108, January 1942.

<sup>6</sup> Branscomb, Harvie. *Teaching with Books*. Chicago, American Library Association, 1940. p. 29.

### Interesting the Non-Reader

Just how to contact and interest the non-reader is a job of considerable magnitude. In large universities where there is no registration of students in the library, the difficulty of checking up on a student's reading is readily apparent. It certainly cannot be done through large centralized circulation departments. However, if the instructional program in the library is augmented and decentralization follows, there is no reason to doubt that we can reach most, if not all, students.

Reading clubs and discussion groups are a natural sequitur to the development of subject libraries. In many small colleges such groups flourish but the larger the institution, the less evidence there is of this informal type of instruction and guidance. The intellectual benefits to be derived from such activities are certainly worth the effort on the part of library group leaders.

No trend toward decentralized library service is likely to develop without objections being raised that the campus cannot afford such a luxury. But the general education program calls for quality teaching and quality teaching can only be implemented by the finest librarianship. It does not seem to be a question of whether we can afford better instructional use of libraries given by subject-trained reference librarians; it is rather a question of whether we can afford not to give such service. The overall cost of education staggers one but in the light of the armament budget of the Department of Defense, it fades into the realm of those lesser items of national expense. Librarians who are firm believers in the creed that the book is mightier than the sword will agree that certain duplication of materials and effort in departmental libraries is not only a good investment but a definite necessity if the library is to fulfill its function of training the student for society.

You may well ask what will become of the graduate student and the re-

searcher if so much attention is to be given to the undergraduate. Will we reverse ourselves on the present policy of all-out aid to the advanced student? There would seem to be no reason to do so. Enrollment trends show that graduate schools are likely to expand. A recent survey of education facilities in the state of New York was followed by recommendations which, if carried out, will lead to the establishment of more colleges so that every youth in the state who aspires to an advanced education may obtain one.<sup>7</sup> If such a trend becomes nation-wide, it stands to reason that with more college students, more graduates proportionately will enter universities for post-graduate specialization. Thus, research work in the university libraries will be increased.

### Cooperation Between Libraries

At this point we may say that the answer to the ever-growing problem of research materials is more cooperation between libraries. So much has been written on the subject of cooperation that there remains little to be said. The problem of cooperation is quite similar to that of world peace. Everybody believes in it but only a few are willing to participate in it. Who starts, and how many does it take to make a team? Quite obviously it takes at least two university libraries to begin a cooperative program of acquisition and the program should be worked out in the areas where both are at present collecting the same materials. It has often been noted that the will to cooperate results in an agreement to accede only in those areas where books are not readily sought by an institution. For instance, University A has no school of forestry. It therefore announces to University B, "We shall be glad to cooperate on the acquisition of forestry materials. You may buy forestry and we shall not." Since University A never

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<sup>7</sup> McDiarmid, Errett W. "College Libraries and the New York Survey," *Wilson Library Bulletin*, v.22: 604-607, April 1948.



had bought forestry and had no intention of acquiring such materials, the gesture becomes an absurdity. However, on a national scale that is about as far as we have gone. In a few localities where there are several institutions of higher learning such as in Nashville, Tennessee, and New Orleans, Louisiana, cooperation has been more effective.

The Farmington Plan, regarding the acquisition of European books, actually defines subject areas for some universities such as assigning the acquisition of cinema material to the University of Southern California, but there is nothing in the Farmington Plan that prevents any other university from duplicating every book of cinema that comes to Southern California. In other words, the Farmington Plan is a mere proposal of cooperation and a statement of where certain materials may definitely be found, but in no way puts an end to unnecessary duplication in sister institutions. Such duplication is left entirely to the judgment of librarians and to the predilection of faculty members.

Since the curriculum of most liberal arts colleges differs very slightly and since each liberal arts college must have a standard collection of books for its use, the area for cooperation for them is slight. Only when the liberal arts college extends its holdings as Dartmouth has done is a cooperative program needed. However, the small colleges will undoubtedly avail themselves more and more of the services of interlibrary loans in order to meet special needs.

In the universities there is an urgent need for librarians to sit down and discuss with their faculties a plan of cooperation that will cut across the present curricular boundaries. The great university libraries are today growing at a rate of from 20,000 to 100,000 volumes a year. Add to this the increase in audio-visual materials. Where will we be in a few years? How do university administrations expect to house,

process and service such collections? In the past fifty years the Harvard library has grown by four and a half million volumes. At this rate in another century Harvard must service fourteen million volumes.

Due to the geographical size of this country, regional research libraries have been planned to ameliorate this situation. But it may take twenty-five years before these libraries are functioning, and action is needed now. It would seem that librarians and faculties would be content to develop their book collections in certain limited areas, keeping only the standard and current titles in other fields. Let us use as an example the subject of history. All universities offer courses in Ancient history, European history, American history, and many in Latin American history and Oriental history. No university library can possibly expect to collect everything even in one field or of one period of history. Therefore, if University A has developed a comprehensive collection of material in Mexican history, would it not be wiser for University B to ignore this field completely except for those popular items that may be in frequent demand? Could not the entire range of knowledge be so studied and divided with interlibrary loans serving to bring the material to scholars at distant points?

If librarians actually agree to cooperate in such a way that the word takes on real meaning, perhaps they will go even farther and exchange materials that now may be standing in cold storage, just as they exchange duplicate books and periodicals. For example, if a professor in years gone by has stimulated an interest in the purchase of a large collection of literature of a certain region, which literature has not been used, the librarian of the university might offer this material as a gift to a school situated in the specific region and ask for something more useful in return. Perhaps this is not cooperation but barter. Nevertheless, there is

too much deadwood standing around in most large libraries and if it were moved to the proper place, it might possibly come to life. It may have been this deadwood that caused President Colwell of the University of Chicago to observe that libraries are like cemeteries, always looking for more space. We hope that the similarity between the two ends here.

Some years ago Miss McCrum, formerly of Wellesley, assailed college librarians for their failure to keep up to date in acquiring and cataloging new books.<sup>8</sup> Today her criticism still holds. Yet if we are to keep up with the ever quickening interest in current titles, university libraries must find some way of speeding up this process. The disappointed student may soon lose his interest altogether in the library. When T. S. Eliot won the Nobel Prize for literature in 1948, a wave of excited interest in his writing swept over American campuses. When his *Notes toward the Definition of Culture* was published last March, too few libraries provided it quickly enough to meet the demand and unfortunately many libraries will wait to stock it until the title seems stale.

Public libraries, due to a different approach, have done a much better job than we in this regard but there seems to be no logical reason why we should not follow suit. Columbia University set up its highly successful Lending Service Library to meet this need and here one may find on the day of publication virtually every valuable title of current interest. After some months when interest in the new title has subsided, Columbia transfers it to the stacks. Columbia's plan does not fit many institutions, however, as Columbia rents these books and thus largely covers the cost of this special service. In many cases students will go without a book rather than rent it.

To keep abreast of new publications, we should set up book selection committees that carefully consider pre-publication notices and order in advance those titles that are assured of an eager reception. The need for rapid acquisition of outstanding new titles is essential for adequate college library service.

Finally, in a world where we are trying to spread democratic ideals globally and in a society where education is imperative to the well-being of our own democracy, it would seem that democracy on the campus will flourish as never before. The implication of such a condition for college and university librarians is the awakening of college administrations to the importance of the function of the library in the overall campus picture. No college library should, and I hope this verb can be changed to "will," be staffed by personnel who cannot take their place side by side with the faculty. Faculty status has been fought for and won in such institutions as Wellesley and the City College of New York as well as in a number of other institutions but broadly speaking, faculty status in the library has yet to become a part of our educational mores. Dr. B. Lamar Johnson of Stephens College states that "the library staff and the classroom teaching staff must merge into a single united instructional staff,"<sup>9</sup> and his words must be put into action if the program of teaching with books is to fructify. Faculty membership for librarians does not necessarily make the library a better library but it bestows upon it a dignity and a moral responsibility that will inevitably result in a fuller participation by the librarians in the educational program of the campus, a participation that is essential for the achievement of those goals in education of which our society today stands in such need.

<sup>8</sup> McCrum, Blanche Pritchard. *An Estimate of Standards for a College Library*. Lexington, Va. Journalism Laboratory Press, 1937. p. 18.

<sup>9</sup> Johnson, B. Lamar. "The Role of the Library in a Program of General Education," *Journal of General Education*, v.3:64-70, October 1948.

# Employment Opportunities and Salary Range in Special Libraries<sup>1</sup>

*Mrs. Stebbins is Secretary of the Special Libraries Association.*

**S**PECIAL LIBRARIES have come a long way in the past forty years but must progress further in order to make the field attractive enough to hold the right kind of librarian. Permanency must be stressed and the fear eliminated of libraries being terminated during a depression.

The earliest statistics at SLA Headquarters are those of salaries of special librarians and assistants, compiled from data furnished by librarians attending a meeting held in the Municipal Building, New York City, May 5, 1915. Of 29 librarians, the highest salary was \$3500, the lowest, \$900, with an average of \$1,635; of 27 assistant librarians, the highest salary was \$2400, the lowest, \$420, with an average of \$935. Men received the top salary of \$3500 and a low of \$1,150, while women received a top of \$2,184 and a low of \$1,040.

Salaries continued to increase slowly until the debacle of 1929. Those in financial libraries considered themselves fortunate to have to take only a cut in salary and not to lose their jobs as many organizations curtailed or discontinued library operations altogether at that time. This should be a reminder to all librarians to sell their libraries to management so thoroughly that such a procedure can never happen again.

The salary offered to many library school graduates in the 1930's ranged from \$1000 to \$1,320, regardless of whether or not they had experience. In the 1940's, however, there was a sudden and decided change. Emphasis was placed upon technical research and an immediate expansion took place in the library field with the small number of candidates available forcing salaries up very rapidly.

## Library Salary Surveys

A survey, made in 1944 by the Industrial Relations Bureau of the Commerce and Industry Association of New York of salaries paid to technical librarians in New York City, shows a monthly rate range from \$130 to \$215 in one public utility library to \$320 to \$448 paid in a pharmaceutical library. This survey was summarized by the Bureau stating a salary of approximately \$150 a month as appropriate for qualified but inexperienced technical personnel (A.B. or B.S. with specialization), and \$200 to \$300 for experienced personnel doing less responsible research; more advanced research called for \$300 to \$400 and librarians with supervisory authority received salaries starting from \$350 per month. The statement was made in this survey that in some companies the rates were influenced by the salary level of the research director under whom the librarian worked.

A new classification and pay plan for the Library of Congress was discussed in an article appearing in the *Library Journal* for March 1, 1945. It stated

<sup>1</sup> Paper presented at the SLA Connecticut Valley Chapter meeting in Hartford, Connecticut, December 2, 1949.

that the inadequate salaries paid to professional employes demanded the immediate attention of Mr. MacLeish when he became librarian on October 1, 1939. In his annual report for 1943, he wrote: "The psychological reason for low library salaries is to be found in the *qualitative* evaluation of library work as such—a reason which affects library salaries not only in the Government but throughout the country. Professional work in the law, or professional work in finance, or professional work in economics is assumed to exceed in value professional work in the assembling, organization, interpretation and service of the printed materials without which the work of specialists in law or finance or economics would be impossible. The result is that legal positions or financial positions or economic positions in the Government are classified incomparably higher than the positions of those whose professional skill secures and makes serviceable the essential materials through which the lawyers and economists work. Precisely because its salaries are what they are, the librarian's profession has attracted relatively few men and women possessing the qualifications for the profession's service, particularly in government, now so badly needed."

From May 1941 through September 1944, 1,224 positions in the Library of Congress were surveyed and allocated. Of these, 600 were increased in grade and salary, 8 decreased and 616 (largely guards, laborers, etc.) remained the same. Average money increase was \$377.32 per annum. The average library salary before the survey was \$1,988.82. This raised the average to \$2,300.05 and increased the number of positions paying \$6500 and above from 2 to 15. Before this survey, there was no one who received the top starting salary of \$8000—after it, there were 5. The 1948 edition of *Representative Positions in the Library of Congress* shows salaries for professional librarians ranging from \$2,644.80 to \$10,000. A note is added

stating that legislation was passed after this book went to press granting a \$330 increase in all salaries. Another raise of \$125 was granted to all Federal employes in 1949, making the beginning professional grade now about \$3100—somewhat higher than that offered in the special library in business for a library school graduate without experience.

On April 1, 1947, the New York State Library at Albany adopted a new salary scale with junior librarians starting at \$2400 and the state librarian receiving a maximum of \$9,250. According to the circular describing openings in New York State libraries for which an examination must be taken, a junior librarian now has a salary range of \$2500 to \$3400 plus a cost-of-living adjustment of 10 percent.

Special Libraries Association made two salary surveys in 1946 and 1947. Due to the fact that only 50 percent of the membership returned the postcards sent them, and that some of these cards were incomplete, it was difficult to draw any conclusions. It also was felt that many of the assistants answered the survey rather than head librarians who were not interested in changing their positions. During 1945 and 1947, there was still a great deal of changing from position to position. This situation is beginning to be stabilized so that a survey made in the next year or so should be more valuable as a source of real information. The membership at the Board and Council meeting in New York, November 4, 1949, voted against another salary survey at this time as it believed that not enough top salary librarians responded to give a true picture.

According to Walter Hausdorfer, Librarian of Temple University, Philadelphia, Pa., the 1946 survey showed that special library positions were even less standardized than positions in other types of libraries. As a result, qualifications offered and demanded varied so much that salaries were determined

more by individual bargaining than by the market level. The first survey showed a low of \$1,050 in a hospital and nursing library to a high of \$12,000 in a science-technology library. Professional assistants received a mean of \$1,850 in biological sciences to \$2,846 in the government. By areas, the lowest salary for a librarian was \$1,050 in St. Louis, and the highest, \$12,000, was in Texas. The lowest salary for an assistant, \$1,080, was in New Jersey, and the highest, \$9,240, in Illinois.

The second survey in 1947 showed that in comparison with the 1946 survey the mean of librarians' salaries in 1947 was \$528 higher and of professional assistants \$464 higher. In 1946, \$2600 was the most prevalent salary; in 1947, it was \$3100. In other words, there were fewer professional librarians in the lower income brackets in 1947 than there were in 1946. Differences between salaries in one section of the United States and another are difficult to measure. Similar positions may not have the same level or requirements. In some instances, the presence of government or industrial research centers, established away from larger cities, causes librarians' salaries to be much higher than the general level for the region.

Mr. Hausdorfer, in his article in *SPECIAL LIBRARIES* for April 1948, asked:

"How important is education in determining what salary is paid? Apparently, it is the most important of the factors considered: experience, size of staff and budget. Correlation of education, experience and size of staff with salary shows a high relative importance of education (including professional), with experience next in significance and size of staff least . . . Experience, the next important factor, is closely related to sex. When correlated with salary, in combination with sex and education, it shows considerably more influence on the salary rate than either of the other factors . . . Thus, a woman with the same education, but with more library experience, has a much better chance

for a higher salary than a man. How much greater experience is required, barring employer preference, to overcome the salary difference between sexes, is difficult to determine, for other qualifications must be considered.

"Between the factors of professional education and experience, the difference in the salaries of library assistants, is clear. Assistants without library school training had to work an average of 18 years to reach a salary of \$3400 or over, whereas those with library school education required 11 years . . . Of the two measures of library size, amount of the budget and total number of staff, when related to salary, that of the budget is more significant. Even a large budget may not mean higher salaries if the clerical staff is large, for the latter has a negative influence . . . The larger the clerical staff, other factors remaining constant, the lower the general salary level." The lowest salary reported by type in the 1947 survey was \$2000 for a music librarian, and the highest \$6300 for the librarian of an historical society.

A salary survey was also made by the Medical Library Association in 1948 and 420 medical libraries in the United States were contacted. A return of 54.5 percent was received; 31 of these replies could not be used for various reasons so the figures for the survey are based on replies from 200 libraries. In the final computations, it was not feasible to include Federal salaries paid to the large staff of the Army Medical Library. It is interesting to note that the largest percentage of libraries surveyed (36.5 percent) was in the Northeast, and these were under 5000 volumes (31 percent). Medical libraries in hospitals comprised 25 percent of these and medical schools, 24.5 percent. Endowments supported 38.5 percent and 35 percent worked 40 hours a week.

Head librarians received a low of \$1,350 and a high of \$10,000 with an average of \$2,836. Other professional library salaries ranged from \$1,350 to \$6000 with an average of \$2,563. Cler-

ical assistants received from \$1,020 to \$2,712 with an average of \$1,678. Of the total number of 503 salaries reported, only 7 reported salaries of \$5000 or over and not all of the top salaries were paid to men. Geographical distribution showed a high of \$10,000 in the Northeast and a low of \$1,350 in the same area for head librarians. Other professional librarians received a high of \$6000 in the Northeast and a low of \$1200 in the South Central States. Clerical assistants received a high of \$2,712 in the Northeast and a low of \$1,020 in the South Central States. The top salary of \$10,000 was paid in a library of over 100,000 volumes and the low of \$1,350 for head librarians in a library of under 5000 volumes as well as in a library of 10,000 to 25,000 volumes, showing again little correlation between the salary offered, geographical area and size of library.

By types, hospital and medical libraries offered the lowest salaries to head librarians and a medical society the highest, with a medical school next. The largest number of libraries reported from the smallest geographical division, the Northeast; next largest, from the North Central. Of the participating libraries, 77 percent required one or more academic degrees for the head librarian, usually with library experience in addition. Of the total group of libraries, 22.5 percent required college and library school degrees plus medical library experience for the librarian. Of the 70 libraries having professional assistants, 61 percent specify college and library school degrees for these staff members. The majority of libraries listed established salaries on an individual personal basis rather than by classification of position. The majority, also, have no established salary scale for each position, with a specified minimum and maximum. More than one-third have no provision for salary increases; about one-fourth have automatic increases for a definite period; the remaining grant increases for merit at varying intervals.

The Medical Library Association had hoped that salary figures obtained through this survey might be used by inadequately paid librarians to show their governing organizations the level of their salaries as compared to the average and the median. But the average and the median are so low that comparisons may not help; it is obvious that there needs to be a widespread improvement in salary standards which will bring the low and the median to more reasonable figures.

Many spontaneous letters accompanied the survey returns expressing ideas about inequalities of status, unfair political set-ups, imposed lack of systematic organizations, disregard of professional training, limited recognition and inadequate salaries. In the survey follow-up of salary trends in libraries of medical sciences, 1948-1949, of the 214 reported, 154 received increases with an average increase of 11.5 percent and an average cost-of-living bonus of 12.5 percent.

To bring the survey picture up to date, the United States Department of Labor released a preliminary notice September 27, 1949, on the salaries and working conditions of library employees in 1949. SLA furnished Chapter directories to the Bureau of Labor Statistics so that special libraries might be included but the preliminary release does not mention special libraries *per se*. More than 19,000 professional and non-professional employees participated in the study. Preliminary results show that the average professional library employee receives \$3,050 a year while the corresponding salary for nonprofessional workers is \$1,975. The professional salary would indicate that many libraries throughout the United States are paying the recommended minimum of \$2800 suggested by the A.L.A. for library school graduates.

Highest salaries, both for professional and nonprofessional workers, were reported in the Border States including the District of Columbia, where a large

proportion of all library employees work for the Federal Government. The Pacific Coast ranked second in salary levels, followed by the Middle Atlantic, Great Lakes and Mountain regions. The lowest pay for professional workers was found in New England and the Middle-west, but the Southeast ranked lowest for nonprofessional workers. Salaries were lower on the average for professional employees in public than in other types of libraries; this difference may be due at least in part to the concentration of other libraries in relatively large communities. Salaries of nonprofessional workers were also slightly lower in public libraries.

The 40-hour work week was most common in the Border States and on the Pacific Coast. Shorter work weeks were most usual in New England and the Middle Atlantic States. Most commonly, library employees receive nine or more holidays annually with the Middle Atlantic States and New England leading. The most typical vacation provisions were four weeks or a month annually for professional employees and two weeks for nonprofessional employees; for both groups of workers the most usual amount of sick leave provided was ten to twelve workdays a year. About three-fourths of the professional and two-thirds of the nonprofessional workers in libraries reported that they were covered by some type of retirement pension plan. Accident, hospitalization and life insurance were about equally common.

Salaries, including methods of determining pay increases and opportunities for promotion, were the most frequent complaint of library employees, although there was no aspect of work on which as many as half of the library employees participating in the survey expressed dissatisfaction. A good deal of dissatisfaction was also voiced about lunch, rest room and locker facilities as well as physical working conditions. There was general satisfaction among both the professional and nonprofession-

al workers with their jobs as a whole.

It is interesting to note that only 1.3 percent of the professional employees answering this survey received salaries of \$7000 and over, while the largest percentage, 10.9 percent, received salaries of \$3000 to \$3200.

#### **Prediction for the Future**

And now comes a prediction regarding the status and salaries of special librarians for the future. Not too long ago, A.L.A. was stating that a total of 18,000 to 20,000 librarians of all types were needed. Recently a pamphlet, entitled *10,000 Careers with a Challenge*, was published by the Joint Committee on Library Work as a Career and is available from SLA. It is pointed out in this pamphlet that the number of librarians has jumped from 6 per 100,000 in 1900 to 29 in 1940—a rise of 383 percent. The A.L.A. says 4000 librarians are needed for school libraries, 3500 for public, 1500 for colleges and universities and 1000 librarians for special libraries.

As a result, the library schools are being stormed. Columbia University had to engage extra faculty this year for the School of Library Service because of the unexpected numbers of students. The G.I. Bill enabled many men and women to attend library school who otherwise might not have been able to do so. What is this horde of students doing to the library field? In the first place, the number of opportunities in special libraries has decreased since the end of the war. Instead of more opportunities there seem to be less because of curtailment in industry and in the government. When a librarian accepts a new position, the vacancy is often left unfilled or a clerk moved to the job temporarily.

While the SLA Convention was being held in Los Angeles, four special libraries in the New York area closed their doors. There was very little activity in employment on the entire West Coast as the movie and airplane industry, the two best sources of opportunities, were

not hiring. In the East, the closing of the Russell Sage Library was a blow to the social science field and meant that a staff of nine, many of whom had been with the library for years, had to find new positions. The technical library field seems to be the one which has held up the best during the past year. Salaries are still the highest and the field seems most promising due to the emphasis on research in government and private industry.

The day has passed, however, when a library school graduate can take his choice of five or six excellent jobs, in the areas in which he is interested, at a top salary. It is necessary to do considerable searching in order to find the position which appeals and is in an area where living accommodations are pleasant. The librarians returning from overseas assignments are amazed to find the picture so different from what it was two or three years ago, and those whose jobs have been terminated through no fault of their own are finding it most difficult to relocate at the same salary in the same area. In his 1949 Convocation Address, President Henry H. Moore of Skidmore College said: "The short post-war period through which we have just passed has been one of such artificial boom that every reasonably well-trained person could expect to be in instant demand. In most fields there were more positions open than there were qualified persons to fill them. That condition is changing so rapidly that next year's graduates may expect the severest job competition in the last ten years.

"A *New York Times* survey of 40 colleges last June indicated that as of the year 1949, the prospects were good for those who personally and academically could be placed in the upper half of their class. Those in the lower half were finding jobs more difficult to obtain than in the boom years. The simple fact that 430,000 students graduated from college last June, as compared with the previous record of 319,000, is one index of the stiffer competition that

lies ahead."

Ralph Munn, Director of the Carnegie Library of Pittsburgh, pointed out in the November 1, 1949, issue of the *Library Journal*, in an article entitled, "It Is a Mistake to Recruit Men," that today's few library jobs which pay even \$4000 discourage the professional man with a family. He believes that the time has come when the profession should re-examine the traditional belief that librarianship needs more and more men within its ranks. He states that we do need more men, just as we need more women, who possess high qualities of vision, leadership and statesmanship. To recruit more and more of the average run-of-mine men, however, will operate against the profession, both by filling it with men of mediocre calibre and by discouraging the entrance of superior women. The *Public Library Inquiry* finds that the proportion of men in the accredited library schools has risen from 6 percent in 1920 to 22 percent in 1948 with a further increase forecast for 1949-1950.

Library school directors report a stream of male applicants whose qualities are reflected in the following composite: no special interest in libraries or public service, but has read or been told by a vocational adviser that there is a shortage of librarians; is far less interested in salary and advancement than security; no cultural background and would never have gone to college had not the G.I. Bill made it easy; college grades satisfactory, but no idea of continued scholarship or development; in short, he is looking for a secure and not-too-difficult job. A compilation by Alexander Galt, Librarian of the Buffalo Public Library, in May 1949, shows that 20 of our largest public libraries offer only 113 positions with salaries of \$5000 or more; undoubtedly such a survey of special libraries would not prove to be much better. Mr. Munn states that the optimist will insist that all library salaries be raised until they

(Continued on page 193)



# Special Libraries Association Forty-first Annual Convention

JUNE 12-16, 1950

Chalfonte-Haddon-Hall Hotel

Atlantic City, New Jersey

## URGENT REMINDER!

Only a few weeks remain to complete your arrangements to attend the 1950 SLA Convention in Atlantic City, June 12-16. The Preliminary Convention Program appeared in the April issue of *SPECIAL LIBRARIES* outlining the stimulating experience that awaits all SLA Conventioneers this year. Don't delay to send in your reservation at once!

Below are the names and backgrounds of many of the speakers appearing on the Convention program. As can be seen from these biographical notes, the Committee has provided a program which includes top specialists covering every field of interest to special libraries.

In the Preliminary Program appearing in the April issue of *SPECIAL LIBRARIES*, mention was made of an Executive Board and Advisory Council meeting on Friday, June 16, at 10:00 A. M. This is incorrect. There will be no meeting of the Council. The new Board will meet at 9:30 that morning with Mrs. Elizabeth Owens presiding.



## Who's Who Among the Speakers<sup>1</sup>

LIEUT. COMDR. LUIS E. BEJARANO, USMS, has been librarian of the U. S. Merchant Marine Academy since April 1946. An alumnus of Columbia University School of Library Service, Lieut. Comdr. Bejarano has served on the staffs of the Columbia University Libraries and the New York Public Library. He was technical librarian and later assistant librarian at the Scenectady (N. Y.) Public Library before receiving his commission in the Navy in 1942. An Ordnance Officer and later an

Educational Services and Training Officer in the Navy, he organized at Guantanamo Bay the first Navy Educational Services Center and then served two years in the Mediterranean Theatre before his honorable discharge in 1946. He is a trustee of the Lynbrook (N. Y.) Public Library, editor of a new library quarterly, *Odds & Book Ends*, and author of various professional articles and Academy and Navy publications.

WILLIAM S. BUDINGTON, librarian, Engineering and Physical Sciences, Columbia University, holds a B.A. from Williams College, a B.S. from Columbia University School of Library Service

<sup>1</sup> Any biographical information not included in this section was either not received by the editor or received too late for publication.

and a B.S. in electrical engineering from Virginia Polytechnic Institute. He was reference librarian of Norwich University when the Army claimed his services for four years—from 1942-1946. Prior to his present position, Mr. Budington was engineering librarian of Columbia University.

MRS. VIOLET ABBOTT CABEEN was an associate of Columbia University School of Library Service and assistant supervisor in charge of the Documents Division of Columbia University Libraries before joining the staff of the United Nations Library in 1947. She is at present chief of the Acquisition Unit of the Library.

VIOLET CAMPBELL is Supervising File Analyst of the Metropolitan Life Insurance Company. A native New Yorker, she attended Defiance College in Ohio, later taking courses at the New York School of Filing and at the New School for Social Research. Miss Campbell conducts an annual course in Records Management for the Management Education Training School of the Metropolitan Life and for the past several years, has been an officer of the Records Management Association of New York.

MRS. MILDRED P. CLARK joined the staff of the Boston University of Medicine as laboratory technician following her graduation from Tufts College from which she received the degree of B.S. in Chemistry. During her nine years at Boston University, Mrs. Clark was successively research and editorial assistant in the Department of Bacteriology, Parasitology and Preventive Medicine. She became assistant librarian of Winthrop-Stearns, Inc., New York City, in 1940 and was appointed librarian in 1945.

HOWARD COONLEY is a member of the Board and chairman of the Executive Committee of the American Standards Association. He graduated from Harvard in 1899, and shortly thereafter

became assistant manager of the New York office of Walter Baker, Ltd.

In 1913 he was elected president of Walworth Company in Boston, a position which he held until 1936, at which time he became chairman of the Board.

He served as vice president of the U. S. Shipping Board Emergency Fleet Corporation in Charge of Administration during World War I.

From 1923-1925 he was President of the Boston Chamber of Commerce, and from 1925-1932, Chief of the First Chemical Warfare Procurement District.

Mr. Coonley was elected President of the National Association of Manufacturers in 1939, and Chairman of the Board in 1940. He now is Honorary Vice President and Director of the Association.

In March 1942 he joined the War Production Board, becoming Director of the Conservation Division. In November of that year he was appointed Chief Advisor of the Chinese War Production Board and Deputy to Donald M. Nelson, Personal Representative of the President, returning from China in April 1945.

On January 1, 1946, he retired from active service with the Walworth Company, remaining a member of the Board and the Executive Committee. He is at present in charge of a program of reorganization and expansion of the American Standards Association. He has been President of the International Organization for Standardization since 1947.

He has been twice decorated, once in 1946, when he was awarded the Medal of Freedom by the U. S. Army, and again in 1948, when he received the Medal of Victory from the National Government of China.

HELEN G. DIKEMAN has been librarian of the Research Department of the Monsanto Chemical Company, Plastics Division, Springfield, Massachusetts, since 1944. A graduate of Duke University, she was engaged in statistical work

with McKesson & Robbins until 1939 when she joined the staff of the Technology Department of the Bridgeport Public Library, a position she held until her present affiliation. Miss Dikeman is a past president of the Connecticut Valley Chapter of SLA and is at present serving on the Board of Directors. She has been Science-Technology representative of the Chapter since 1949.

FRANCIS X. DOHERTY was born in Charlestown, Massachusetts, and holds an A.B. degree from Boston College and a B.L.S. and A.M. from the University of Chicago Graduate Library School. He served as library assistant at the Boston Public Library until 1942 when he entered the U. S. Navy for four years of service. Since 1948, he has been branch librarian of the District of Columbia Public Library. Mr. Doherty is an instructor at Catholic University on "Public Administration" and a frequent contributor to the *Library Quarterly*.

AMY DENE EARLY has been librarian of the Federal Deposit Insurance Corporation, Washington, D. C. since June 1942. Miss Early came to the Corporation from the Brookings Institution where she was assistant librarian from 1939 to 1942. Prior to that time she served on the staff of the Federal Works Library and the State Library of Indiana. Before entering the library profession, Miss Early was a teacher in the public school system of her home state of Indiana. She is a graduate of DePauw University at Greencastle, Indiana, and of the School of Library Service, Columbia University.

ELIZABETH FERGUSON, librarian of the Institute of Life Insurance, is a midwesterner and received her B.A. degree from Oberlin College and a B.S. in L.S. from Western Reserve University. She started her professional career in the Book shop of Halle Bros. Company, Cleveland, and was successively engaged in the Children's Department

of the Cleveland Public Library and as reference librarian of the Lima Public Library, Lima, Ohio. Miss Ferguson is a prolific contributor to business and professional periodicals and a frequent speaker before library and business groups, usually on library and public relations subjects. She has served as chairman of the Insurance Group, SLA, and as chairman of the Insurance Group of the New York Chapter. She is co-editor with Mrs. Angelica Blomshield of the SLA publication, *Creation and Development of an Insurance Library*. As chairman of the Library Training Committee of the New York Chapter last year, she was responsible for organizing the very successful classes for training library assistants at the Ballard School in New York. Miss Ferguson is also president of the Library Public Relations Council.

ELVA M. FERGUSON, librarian of the Pennsylvania Railroad Company, began her professional career in the Free Library of Philadelphia. A few years later she became affiliated with the Pennsylvania Railroad Company in a non-librarian capacity. After nine years in that position, she severed her connection to re-enter the library field to organize and catalog the Library of the Pennsylvania State College of Optometry. In 1936 she returned to the Pennsylvania Railroad Company to catalog a collection of books and to organize the present working reference library.

MRS. MARGARET FULLER is an alumnus of Wheaton College, Columbia University School of Library Service and New York University. Western Electric Company, American Telephone and Telegraph Company and George S. Armstrong Company have all claimed her services during her professional career. She is now librarian of the American Iron and Steel Institute.

DORRIS M. HALL is a graduate of the University of Akron where she received the degree of B.S. in 1945. Since that

time she has been a member of the staff of the Chemical and Physical Research Laboratories of the Firestone Tire and Rubber Company in Akron, first as assistant librarian and, since 1948, as research librarian. She is a contributing editor to *Isotopics*, a regional publication of the American Chemical Society.

DONALD M. HOBART is Manager of the Research Department and Director of The Curtis Publishing Company. Before joining the company in 1923, Mr. Hobart was an instructor in merchandising at the University of Pennsylvania; manager of the sales school of the Dunlop Rubber & Tire Company, Buffalo, New York; and district sales representative of the Syracuse Rubber Company, Syracuse, New York.

In 1938 he became manager of the Division of Commercial Research of the Curtis Publishing Company and, when in 1943, Research was separated from the Advertising Department and established as an independent department within the company, he became its first manager.

Mr. Hobart, who is a past president of the American Marketing Association, is the editor of *Marketing Research Practice* 1950.

DR. MADELINE O. HOLLAND earned her Baccalaureate, Master's and Doctor of Science degrees in Pharmacy at the Philadelphia College of Pharmacy and Science. From 1941 to 1946 she served as Librarian and Faculty Advisor to Women Students at the Philadelphia College.

Associated with the *American Professional Pharmacist* since 1936, Dr. Holland is at present editor of the journal and in addition has been technical editor of the *Medical Times*, *El Farmaceutico* and *Pharmacy International* for several years. She is active in various civic and service clubs, and is currently first vice president of the Pennsylvania Federation of Business and Professional Women's Clubs. Dr. Holland is also a past president of the Philadelphia

Branch of the American Pharmaceutical Association. She is a fellow of the American Institute of Chemists and of the American Association for the Advancement of Science, and a member of the American Chemical Society, American Society of Hospital Pharmacists and the Society of American Bacteriologists.

MRS. MARJORIE R. HYSLOP was graduated from Ohio State University in 1930 with an A.B. degree and a major in metallurgy. She has been with the American Society for Metals ever since, first as secretary to the editor of *Metal Progress*, assuming the additional duty of managing editor of *Metals Review* in 1934. Since 1946 she has been editor of *Metals Review*, devoting full time to that publication and to the A.S.M. Review of *Metal Literature*. She has been editor of the latter publication since its establishment in 1944. Mrs. Hyslop served as secretary of the joint A.S.M.-SLA Literature Classification Committee, which was responsible for the recently completed *Classification of Metallurgical Literature*.

WILLIAM E. JORGENSEN is librarian of the U. S. Navy Electronics Laboratory, San Diego, California. Upon his graduation from the Library School of the University of California, Mr. Jorgensen became engineering librarian of Oregon State College. He joined the U. S. Naval Reserve as Lt. Commander in 1942 and served until 1946 when he assumed the duties of his present position. He is the present chairman of the Engineering-Aeronautics Section of the Science-Technology Group of SLA.

GWENDOLEN M. KIDD, librarian of the British Embassy in Washington, D. C., was born in Scotland and educated in England and Canada. Miss Kidd received a B.A. degree from the University of London and a B.L.S. from the University of Toronto. She has served successively as secretary-librarian of the Art Gallery of Toronto, secretary-librarian of the National Gallery of Canada, li-

brarian of the Canadian Information Service and librarian of the British Information Service in Washington, D. C. She is an extensive contributor to various journals including the *Canadian Historical Review*.

DORIS LOWE is medical research librarian of the Bristol-Myers Company, New York. A graduate of the University of Connecticut, where she received a B.S. degree, Miss Lowe was research assistant in organic chemistry at Schering Corporation, Bloomfield, New Jersey, before coming to her present position. During the course of her career, she has been employed as a bacteriologist, as a laboratory worker and during the war as an electro-plater in the aircraft industry for two years.

ROGER H. McDONOUGH, a native of New Jersey, received a Bachelor of Arts degree from Rutgers University in 1934 and a degree in Library Science from Columbia University in 1936.

Following his graduation from Rutgers in 1934 he was appointed reference librarian at the University library. Four years later he became librarian of the Free Public Library, New Brunswick, New Jersey, where he served until his entrance into the armed forces in May 1942. Mr. McDonough saw overseas service as an enlisted man with the 315th Troop Carrier Group in Greenland, Iceland and England, and in July 1943, was returned to this country for officer training. From June 1944, until his separation from the army as a Captain in March 1946, Mr. McDonough served as historical officer at the Headquarters, Air Technical Service Command, Wright Field, Dayton, Ohio. In March 1946, he returned to his post as librarian of the New Brunswick Free Public Library where he remained until his appointment to his present post as State Librarian of New Jersey.

SPENCER MILLER, JR., holds a Ph.D. degree in Political Science from Columbia University and the honorary degrees of LL.D. from Kenyon College

and Litt.D. from Rutgers University.

In 1926, he helped to establish the American Association for Adult Education under a grant from the Carnegie Foundation, and for the next ten years he lectured extensively at colleges and universities throughout the United States, and at summer schools in Europe and Mexico.

From 1933-1935, Mr. Miller served on the faculty of the Fordham University School of Social Service and was a member of the White House Conference on Child Health and Protection. Subsequently he became associate director of the American Youth Commission and made a special study of technical education in France, Germany and Great Britain. In 1941, he was lecturer on Industrial Relations at the School of Commerce of New York University, and in 1946, lecturer in the Graduate School of Business at the University.

Governor Edison appointed him State Highway Commissioner in 1942, a post which he still holds. A special mission on post-war planning took him to Great Britain in 1943 as a guest of the British Ministry of Information. He has also served as vice-president of the American Association of State Highway Officials and as a member of the Executive Committee of that organization.

ELEANOR MITCHELL has been active in the art library field since her graduation from college in 1928. She has held positions of unusual interest in libraries in the United States, Mexico, France and Italy.

After several years as librarian of the Fine Arts Department at the University of Pittsburgh, she went to Mexico in 1943 on a grant from the Rockefeller Foundation as assistant to the Director of Public Libraries of the State of Jalisco. In December 1943, she was appointed Chief of the Art Department of the New York Public Library. In June 1948, she was granted a year's leave of absence to work on art and museum projects at UNESCO headquarters in Paris, resuming her duties at the New

York Public Library in September of this past year.

HANNAH B. MULLER is a native New Yorker and is a graduate of Hunter College and of Columbia University School of Library Science. She served on the staff of the Brooklyn Museum Library before assuming her present position as assistant librarian of the Museum of Modern Art. Miss Muller has compiled a number of bibliographies for Museum of Modern Art publications including those on such outstanding figures in the field of modern art as Georges Rouault, Marc Chagall, Paul Klee and Georges Braque.

DR. HERMON K. MURPHEY has been Director of the Information Service Division of the National Industrial Conference Board since 1938. A graduate of Amherst, he subsequently received an M.A. degree from Harvard University and a Ph.D. from the University of Wisconsin. Prior to joining the staff of the Conference Board, he taught economics at Carnegie Institute of Technology, Hamilton College and North Dakota Agricultural College. After receiving the degree of J.D. from New York University in 1931, he was admitted to the New York Bar Association but has never engaged in the practice of law. Dr. Murphey is especially well known for the remarkable memory and broad knowledge which enable him to answer almost instantly the multitude of questions which are constantly being asked of him as Director of the Information Service of the Conference Board.

NETTIE PAPIER, librarian of the Empire Trust Company, New York City, received her education both in the United States and in Europe. Her present library was part of the American Founders Corporation which merged with the Equity Corporation in 1936. The Equity Corporation then merged with the Empire Trust Company in 1942, Miss Pappier moving her library along with each merger. A member of SLA since 1928, she served as Chair-

man of the New York Financial Group in 1946.

RALPH H. PHELPS has been director of the Engineering Societies Library since 1946. Immediately before coming to his present position, Mr. Phelps was librarian of the War Metallurgy Committee of the National Academy of Sciences, National Research Council, Washington, D. C. He is the author of a number of publications including *Trade-Names Index* published by the Special Libraries Association. His professional activities include membership on the Committee on Library Cooperation; on the Committee on Science Abstracting of the National Research Council; and on the Advisory Committee, U. S. Quarterly Booklist; chairman, Engineering Societies Monographs Committee and advisor, UNESCO Conference on Science Abstracting, Paris.

SARA PRICE is the librarian of the Port of New York Authority. She is a graduate of Syracuse University where she received her A.B. and B.L.S. A member of SLA since 1942, she has been chairman of the University and College Group, chairman of the Classification Committee and is at present Group Liaison Officer.

(ARTHUR) FREMONT RIDER has had a long and distinguished career as editor, author and librarian. The list of periodicals on which he has served as editor is a long one and includes among others *The Delineator*, *Monthly Book Review*, *Publishers' Weekly*, *American Library Annual*, *The Library Journal* and the *Business Digest*. He has been librarian of Wesleyan University since 1933, and out of this experience has come the invention of book truck stack shelving and other library equipment. He has served as chairman of the American Genealogical Index and of the national Microcard Committee for the past several years. Mr. Rider is the author of a number of volumes, the most recent of which are *Melvil Dewey, A Biography*, *The Scholar and the Fu-*

ture of the Research Library, and *The Great Dilemma of World Organization*. He has also written a number of short stories, plays, professional papers and articles.

MAJOR GENERAL EDWARD C. ROSE, Chief of Staff, Department of Defense, State of New Jersey, has had an active career in both business and military affairs and a distinguished record in both World Wars.

In World War I he served with the AEF in France on the staff of the Field Artillery Brigade of the 35th Division. After the war he was appointed to the Staff of Major General Quincy A. Gillmore, Commanding General of the 44th Division, New Jersey National Guard, and served in various capacities until he moved up to command the 112th Field Artillery Regiment in 1929. Ten years later he became the Commanding General of the 69th Field Artillery Brigade, which unit he commanded when ordered into Federal service with the 44th Division in 1940.

At his own request General Rose was relieved from Federal service after his year of active training. In 1942 he re-entered the army and was ordered overseas as a Colonel of Field Artillery. While stationed in India he served under General Joseph L. Stillwell, Lord Louis Mountbatten and General Daniel I. Sultan. He was promoted to a Brigadier General in February 1945, and returned to the United States where he was separated from service in December of that year.

He was mentioned in the King's dispatches (British), and was awarded the United States Distinguished Service Medal and Legion of Merit.

General Rose commanded Combat Command "A" of the State's 50th Armored Division from the time of its activation in 1946 until he was appointed by Governor Driscoll as Major General and Chief of Staff on June 1, 1948.

He is a former president of the First-Mechanics National Bank and the old

First National Bank of Trenton, and has been a vice-president of the Public Service Electric & Gas Company since 1932.

ANNIS TUTHILL SCHLESIER, a graduate of Adelphi College and Columbia University School of Library Service, is assistant librarian of the Schering Corporation Library. Before assuming the duties of her present position in 1948, Miss Schlesier was consecutively reference assistant at the Hudson Park Branch of the New York Public Library, school and reference librarian at the Glen Ridge, New Jersey, Library and later assistant librarian.

DR. ELSE L. SCHULZE has been in charge of the Technical Library of The Procter & Gamble Company, Ivorydale, Ohio, since her graduation from the University of Cincinnati, where she received the degree of Ph.D. Her articles have appeared in the *Journal of the American Chemical Society* and in the *Journal of Chemical Education*.

GERTRUDE SCHUTZE began her professional career as technical librarian of the Virginia-Carolina Chemical Corporation. Three years later she joined the staff of the Pennsylvania Salt Manufacturing Company where she remained until 1946 when she became librarian of the Bristol-Myers Company, Hillside, New Jersey. A member of SLA since 1941, Miss Schutze served as editor of *Ye Alchemical Libraries Almanak* in 1947-1948 and has been abstract editor of the *Sci-Tech News* since 1949. She is at present chairman of the Membership Committee of the New Jersey Chapter.

EDITH C. STONE, librarian of Simmons-Boardman Publishing Corporation, has been a continuously active member of SLA since 1930, both in the New York Chapter and on the national level. Her activities in the Chapter range from chairman of the Dinner Committee in 1933-1944 to Director on the Executive Board in 1949-1950. She

has also served as editor of the *New York Chapter News*. On the national level, Miss Stone has served as secretary of the Commerce Group; chairman, Public Utility Section, Science-Technology Group; chairman, Transportation Group; Group Liaison Officer and is at present a member of the Publications Committee.

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WILBERT WARD, vice president of The National City Bank of New York, is also a lawyer and a technical writer on subjects dealing with banking and finance. Mr. Ward was born in South Bend, Indiana, on December 5, 1888, and received his education in the public schools of that city. He attended DePauw University from which he was graduated in 1910 with the degree of B.A., and Columbia University from which he received an L.L.B. in 1913. He was admitted to the New York Bar in 1913, and practiced law until 1917 when he became associated with the National City Bank.

In 1923, Mr. Ward published *American Commercial Credits* and in 1931 *Bank Credits and Acceptances* which have been generally accepted as valuable additions to the library of banking practice. Currently, a revision of both books has been published, entitled *Bank Credits & Acceptances—Third Revision* by Mr. Ward in collaboration with Henry Harfield. Mr. Ward is a frequent contributor to publications dealing with foreign trade.

Mr. Ward is past president of the Bankers Association for Foreign Trade;

member of the International Transport Committee of the United States Chamber of Commerce; Committee on International and Political and Social Problems of the Chamber of Commerce of the U. S. A.; director of The National Foreign Trade Council; member of the Advisory Committee of the Office of International Trade Information, Department of Commerce; Treasurer of the United States Associates, International Chamber of Commerce, Inc.; member of the Advisory Group to the National Association of Manufacturers, Committee on International Economic Relations; member, Canada-United States Committee, Chamber of Commerce of the U. S. A.; chairman of the Law Committee of the Bankers Association for Foreign Trade; member, Committee on Government Controls and Regulations of The National Trade Council, Inc.; member, Committee on Trade Terms of the United States Associates, International Chamber of Commerce, Inc.; member, Committee on Banking Techniques, Commercial Documentary Credits and Foreign Remittances, United States Associates, International Chamber of Commerce, Inc.; member of the United States Section of the Inter-American Council of Commerce and Production; and a member of The Foreign Service Committee of State-Commerce Departments.

Mr. Ward was recipient of the 1945 annual award of the Foreign Traders Association of Philadelphia for diligent and laudable efforts in furthering international commerce and good will.





# From the President's Desk

THIS IS THE SECOND of two issues of SPECIAL LIBRARIES which have been authorized to publish a column of letters expressing member-opinion of the proposed revision of the Constitution. I submit my comments for this month as one of these letters-to-the-editor.

Based on my experience for the past three years, I am concerned because of the inflexibility of the proposals which I fear will put the Association in a figurative straight-jacket which will cause it to atrophy. As examples, I name:

1. *Specific naming of standing committees.* The needs of the Association change so rapidly that I am sure in a very short time some committees named will be unnecessary and some others will have become of vital importance. As an example, attention is invited to the inclusion of a new committee which has never been tried and may or may not be workable, and the omission of one of great value up to this time—the International Relations Committee. In relation to standing committees a statement on our present Finance Committee is in order since Miss Savord has said<sup>1</sup> "Because standing committees were not specifically named . . . the Finance Committee was shorn of most of its duties . . ." The Board found it completely unworkable to have the budget prepared and revised after adoption without being referred back to the Board by a committee composed of non-Board members and therefore not responsible for its execution. In order to correct this it was necessary to have the budget prepared by a committee which would be at least partially responsible for its execution. Therefore the budget-making duties were withdrawn from the Finance Committee and assigned to a Board committee. Some-

time in the past, the previous Finance Committee had been authorized to use a flexible budget. With the exception of items specifically named as fixed, this gave it authority to revise the budget according to the Finance Committee chairman's interpretation of the needs of the Association regardless of the figures adopted by the Board. This put the Board in a position of being responsible for a budget over which it had little control. The proposed amendment which automatically makes the Treasurer chairman of the Finance Committee is certainly a step in the right direction if the amendment naming standing committees is adopted. However, at least one inconsistency must be corrected—the Treasurer is elected for a one-year term but the proposal on committees requires that committee members have two year overlapping terms!

2. *Ignoring Group Relations and Chapter Relations Committees and making no provision for a Group Liaison or Chapter Liaison Officer as a possible substitute.* While most items are given in too great detail to allow flexibility, the functions of these two valuable committees are not provided for at all. Is it the implication that these offices be abolished? Their value to the Association is beyond question.

3. *Setting up the Council as the responsible body for the Association.* This has considerable merit theoretically, just as the pure Greek democracy has merit. It appears to me that it will be quite unworkable. If Council approval were confined to major policy and long term commitments I would endorse it heartily but the proposed By-Law II says that *all* of the business conducted by the Executive Board is subject to the authorization of the Association or Council and must be reported to it for approval. I see no reason for voting twice on every item of business—once

<sup>1</sup> SPECIAL LIBRARIES, January 1950, vol. 41; p. 7.

by the Board, once by the Council. If it is the wish of the Association to vest the authority and responsibility for the management of the Association in the Council, then by all means, let us abolish the Board and make the Council our governing body. Will it not be difficult for the Nominating Committee to persuade a person in a responsible position to accept an office which will take two or more days, three times a year, discussing and voting on items of business as members of the Board, only to have all of the same items again

discussed and voted upon by the Council? He must also attend the Council which will certainly take as much time.

4. *Setting up the Placement Service as a constitutional right of membership.* This service is now under investigation by a committee which was spontaneously requested by the members at the last annual business meeting. Requiring such service by constitutional provision is just another way of tightening the straight jacket.

RUTH H. HOOKER, *President.*



## EDUCATION FOR SPECIAL LIBRARIANSHIP

(Continued from page 159)

cesses in libraries from the special library viewpoint. In addition to laboratory practice in the cataloging and classification of books in a student's special field, he learns how to adapt general policies to fit special situations. Special classification and subject heading lists are analyzed and the technique for expanding and adapting published schedules is emphasized. The aim also is to give students a complete orientation to the techniques of discovery, organization, care or maintenance, and use of all types of material in the type of special library of his choice.

Finally, an important addition to the program is the requirement that students without previous professional experience in a special library have a period of six weeks in-service training in a well-organized and capably administered library. Such students will be given an opportunity for sound experience under the guidance of a qualified special librarian. A comprehensive report of the experience is required. Other students may take four year-hours (8 semester hours) of graduate courses in their respective fields to strengthen their subject preparation. Through arrange-

ments with universities in the area students may elect such courses as Patent Law, Medical Social Work, Anatomy, Bacteriology, Statistics and Industrial Relations.

If Simmons may be permitted to have two "frames of reference" for its program, they are (1) the demonstrated need of the special library profession to find properly qualified personnel to organize and administer special libraries in many types of organizations, and (2) the desirability of providing courses to meet the individual needs of students. Admission to the program is necessarily limited by the requirements of subject preparation; foreign language background, varying with the student's objective; personality; and maturity. It is also limited to allow for the highly individualized type of instruction characteristic of this program.

Just as a special library does not exist in a vacuum, so education for special librarianship cannot exist, devoid of all contact with special librarians. The program at Simmons would not be possible, were it not for the enthusiastic cooperation and effective aid of special libraries and special librarians.

# What Price Restricted Membership?

*Mr. Heintz is Assistant Librarian, Bowdoin College, Brunswick, Maine.*

The rank and file of SLA membership is indebted to Ruth Savord for her series of four articles in *SPECIAL LIBRARIES*, explaining the purposes of the changes in the Constitution and By-Laws recommended by the Constitution Committee. Undoubtedly most of these changes will be accepted with little debate, for the improvement they will effect in the efficient operation of SLA is almost self-evident.

The proposed membership provisions are however, clearly debatable. Miss Savord correctly states<sup>1</sup> that these provisions are "the fundamental questions which must be decided before we can proceed to any final revision of our Constitution and By-Laws . . ." Attention is focused on the first proposal, that "Active members shall be individuals who are actively engaged in the administration, or as professional staff members, of special libraries, including special subject departments of public and university libraries and members of library school faculties teaching courses in special libraries." I shall attempt to answer point by point the case for restricted membership as presented by Miss Savord, in so far as this procedure is feasible.

"The first point," writes Miss Savord, "which must be decided and which is implicit in all of the new proposals, is—*Do we want SLA to be devoted solely to the interests of special librarians?*" The answer to this question is yes. One could hardly expect it to be answered in any other way, even with modifications. This is the objective that is inherent in establishing and maintaining such an organization. Is SLA not now devoted to this end? The implication is that if persons who are not special librarians are allowed to enjoy full member-

ship, SLA must then divide its attention, to the detriment of the interests of special librarians. Miss Savord's question begs the issue. The basic question we are concerned with here is—*Do present members who do not fulfill the new requirements retard, or threaten to become so numerous, as to retard, the achievement of SLA's objectives?* Those who support restricted membership must answer this question in the affirmative, and since they are taking the initiative in proposing the change, we should expect them to present a convincing argument in favor of it. Miss Savord neither states this position clearly nor defends it convincingly.

As "points of policy" involved in the "reasoning behind this change," we read: (1) Active members and representatives of Institutional members . . . are, in the last analysis, the backbone of the Association." This is undisputed, but can it be shown that the existence of non-special librarians at this level is an obstacle? "(2) Committees, Groups and Chapters are set up to carry out projects in the field of *special* librarianship. These projects require experience that can be contributed only by those actively engaged in *special* librarianship who are meeting similar problems in their daily work." This is another statement of fact about which there can be no disagreement. Here again we must ask if Miss Savord means that members who are not special librarians impede such projects? The only obstruction mentioned elsewhere is lengthy mailing lists, about which more will be said later. "(3) Other professional associations exist for practically every phase of librarianship. Should we have such broad qualifications for membership as to encroach on the rightful province of such associations?" This is the weakest argument of all. It implies that some who join SLA do not know what they are doing, that because they are members of SLA they are not members

<sup>1</sup> *SPECIAL LIBRARIES*, November 1949, p.356.

of another organization where they rightly belong. This is plain nonsense.

"... We accepted as members all who applied, gave them Group and Chapter privileges, sent them publications and extended every other right and privilege regardless of position or interest or of any contribution, or lack of contribution they made to the Association." Miss Savord neglects the fact that all who were accepted made one important contribution—they paid dues. For librarians, most of whom are impecunious, this indicates interest. Have they been asked to contribute anything else, or are SLA leaders naturally inclined to stick to special librarians when making committee appointments and otherwise asking for help? Furthermore, if one's membership is to be considered desirable or undesirable according to contribution, then the contemplated restrictions can hardly be expected to eliminate all the undesirables.

Certainly it is true that the great contributions of time and effort that make SLA a hardy and prosperous organization come from those leaders who are engaged in special librarianship. But it is not also true that contributions of this nature must be forthcoming from every member, or even from the majority of the rank and file, in order to achieve the objectives of SLA.

It is probably fair to assume that those who support restricted membership regard those not associated with special librarianship as an unproductive class within the Association. It is dead weight, they feel, and dead weight, everyone knows, costs money. "The result of this policy [accepting all who apply] is that we now have a membership list close to 5000," writes Miss Savord, "requiring a larger Headquarters staff and burdening Chapter officers and Group chairmen with large mailing lists." It is important to note in this connection that the proposal to cut Group affiliation from two Groups to one will cut Group mailing lists considerably, perhaps almost in half. And if those who do not qualify for Active membership become Affiliate members, as they may, then Chapter mailing lists will not be reduced at all. As for Headquarters staff, any assertion that a reduction in membership would re-

sult in office economy must be based on a very careful analysis of the cost of handling membership records and other work that membership involves as compared to income received from dues. There is no evidence that this has been done.

If 1000 fewer numbers of SPECIAL LIBRARIES are printed, the unit cost will be higher. If advertising rates are based on circulation, would a downward adjustment have to be made? Where does the breaking point come that requires another stenographer to cope with a growing membership list? Immediately after hiring one, each stenographer's load may be light and expensive, but with continued growth and the resumption of peak loads, a tidy profit may accrue. Such breaking points are just as important in relation to a shrinking membership as with one that is growing. With mechanical aids at the disposal of the office force, it is almost inconceivable that the membership list per se is costing money at Headquarters.

"Every member costs the Association from \$6.50 to \$9.00 depending on type of membership. Yet many of these memberships represent nothing but a name on a list because they have paid the required fee." Here is the crux of the whole question. Are we to understand that every member costs the Association that much more than he pays in dues merely by belonging? If, in accepting this cost statement as it stands, we make this easy interpretation, we will readily agree that the Association will save money by cutting down the membership. But then it becomes difficult to understand how SLA continues to operate in the black, and we must look further.

For the authority of her statement of membership cost, Miss Savord refers to the 1946 report<sup>2</sup> of Mr. Hausdorfer, chairman of the Finance Committee. Here we find that Mr. Hausdorfer made the following statement: "For each type of membership, the Association spends per member the following amounts," then tabulates figures whose totals Miss Savord uses. Reading further we learn that "... an Active mem-

<sup>2</sup> SPECIAL LIBRARIES, October 1946, p.259.

ber receives \$3.42 more than he pays in dues; the Associate, \$4.47; the Student \$5.61 . . ." These are the true "cost" figures in the sense of value expended over payment received, and yet it must be borne in mind that these results are averages arrived at by dividing expenditures by membership for a particular year. If the membership had been *larger* at that time, the income from dues and, therefore, the expenditures would have been somewhat higher, but the averages representing the amounts spent per member would have been *lower*.

Mr. Hausdorfer's study was made in 1946, when the membership was 4,195 and before dues were raised. When the 1948-1949 membership campaign closed there were 5,443 members; at the present time the total must be around 5,500. In 1946 dues accounted for not more than 51 per cent of total income; now dues must account for from 60 to 66 per cent of the total.<sup>3</sup> Hence it is evident that if a comparable study were made today, with a membership 30 percent greater than it was four years ago, we would see that the amount any member receives "more than he pays in dues" is considerably less than it was in 1946. Reducing the membership would have the reverse effect.

This can be clarified by a simple example. Assume for the sake of simplicity that the income of the Association is \$50,000, and that of this amount \$25,000 is from dues (at \$5.00) and \$25,000 is from publications. If all the income were spent in services to members, then with a membership of 5000 the amount per member would be

\$10.00, or \$5.00 in excess of dues. If the membership were reduced to 4000, then the income from dues would be \$20,000 and the amount expended per member would be \$11.25, or \$6.25 in excess of dues.

As long as SLA spends all of its income, except for additions to reserve funds, and as long as a good proportion of that income is from sources other than dues, there will be an average expenditure per member in excess of dues. The word "cost" for this excess is a misleading abbreviation, and it is erroneous to believe that it can be eliminated or reduced by reducing membership. It is patently not true that inactive Active members cost the Association money by being just a name on a list. Such members are actually the least expensive. The most expensive in any one year are those who receive Placement Service, since this is the single large cost item that cannot properly be divided by the entire membership. If some members, who now pay for Active membership in order to use the Placement Service, are forced into Affiliate membership, they may still use the Placement Service (Proposed By-Law XIV) but at a lower rate of dues, assuming that the Affiliate will pay less than the Active. The Association will not save money on this score.

The proposed change will raise the difficult problem of borderline cases. Who will make the precise definitions of what constitutes a special library, or special work within a general library. Variations in titles and organizational structure will complicate the task of treating alike persons doing similar work in different libraries. What about those who do specialized work part of the time? Will this require regulations fixing the proportion of time so spent necessary for eligibility? Will the applicant's word be taken for this, or will confirmation be required?

A final question that deserves some thought of a less serious nature: If the proposed membership provisions are adopted, how many who are now inactive Active members will become unaffiliated Affiliate members? Proposed By-Law VIII—4).

<sup>3</sup> SPECIAL LIBRARIES, October 1949, p.331.

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# SLA Constitution Revision

## Excerpts from Letters to the Editor

"As much as I believe in the merit of enlarging the Executive Board and placing the policy making responsibility with the Advisory Council, I do not believe the latter recommendation is workable, largely because of the size of the Advisory Council.

"There is another phase which may occur to some members. If the Advisory Council is to be the policy group, should it not consist only of elected representatives, i.e., Chapter presidents and Group chairmen. As now constituted the Advisory Council also includes committee chairmen, special representatives and representatives on joint committees all of whom are appointed by the President and the Executive Board. In the listing in *SPECIAL LIBRARIES* for September 1949, the Advisory Council was made up of 39 elected members and 35 appointed members. With this approximate 50-50 division, it is conceivable that the Advisory Council would not be the democratic body for policy making.

"If the Advisory Council is to be the policy body, serious consideration should be given to moving the Council meetings around the country to ensure a sound geographic representation (at present I believe attendance at these meetings is about 75 percent East Coast) otherwise the policies would be made by the same small group of people year after year who can attend Council meetings at little or no expense."

ELMA T. EVANS, *Librarian*,  
Cornell Aeronautical Laboratory, Inc.,  
Buffalo, N. Y.

\* \* \*

"After mailing my comments last month regarding the Group and Chapter Relations Committees, I have been informed that the present committee chairmen believe objectives can be accomplished more effectively if the Group and Chapter Liaison Officers work alone. This same feeling may be shared by other committee chairmen and any one of half a dozen reasons could be responsible for it. There surely can be no lack of work for the C.R.C. and the G.R.C., such as keeping manuals up to date and acting as a clearing house for problems that arise. For example, in working on revision of our Chapter Constitution and Manual, it would have been helpful to have consulted with a committee member thoroughly conversant with constitutions and manuals in use in other Chapters. Possibly the liaison officers can handle questions of this type in addition to their other duties. If they cannot, there is no reason why they

should not ask for special committee appointments when in need of help.

"Another reason given for eliminating the committees is that the G.L.O. and the C.L.O. can accomplish more as voting members of the Executive Board. Will members then feel as free to call on them for help? Can we be assured that the best qualified liaison officers are available unless they are nominated and elected for the specific duties now assigned? If *two* new directors are to be added to the Executive Board and *two* members are to be assigned to work as G.L.O. and C.L.O., then where is the gain in potential manpower?

"In any case, the question is now apparently settled to the satisfaction of a majority of the Advisory Council and that is as it should be. With problems of this sort out of the way, we can direct all of our thinking toward the solution of issues more vital to the life of the organization such as multiple Group affiliation, qualifications for membership, and the governing body of the Association."

IRENE M. STRIEBY, *Librarian*,  
The Lilly Research Laboratories,  
Indianapolis, Indiana

\* \* \*

"Most of the main arguments in favor of the new restrictions on membership seem rather weak, and some of them lend themselves to interpretations of the aims of the Association as both restrictive and narrow in scope. Basically, library associations are educational in the broad sense of the term, existing for the benefit of the individuals who belong as well as for the benefits derived by them for their organizations. These benefits should not be restrictive, and should be generously offered to any librarian who believes that he may derive benefit for himself or his library and who, even though he may not be able to contribute individually and directly to the Association, is willing to support it by membership and dues. The question of contribution is relative: membership itself is a contribution; one can't contribute if he does not belong and many could contribute who have never been asked.

"An Associate membership without Group affiliation would obviously not fill his personal need for special or subject information. The argument that too many do not contribute and pad the mailing lists is untenable for that can be taken care of by limitations of Group membership, with additional fees for larger choice.

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"The interpretation of 'special librarian' as one who works in a special library or a special department of a public or university library is also narrow. The librarian of a medium or small sized public library may be in real need of the help received from Group membership in SLA, depending on whether the library is located in an industrialized or other specialized community where the public library is possibly the only library service available. The answer to the statement that those librarians should belong to the A.L.A. or the college librarians to A.C.R.L., is that, in general, they do. They also belong to SLA, and why shouldn't they?"

JEAN K. TAYLOR,

Chief Reference Librarian,  
Queens Borough Public Library,  
Jamaica, New York.

## SLA Constitution A Proposed Amendment

The Undersigned Members in good standing of the Special Libraries Association propose the following amendment to the Constitution of the Special Libraries Association, for voting upon at the Annual Business Meeting to be held on June 15, 1950, in Atlantic City, New Jersey.

The Constitution of the Special Libraries Association shall be amended to read as follows:

### ARTICLE VII. Amendments.

*Section 1.* (to be replaced by the following) *Constitution:* This Constitution may be amended or repealed by a two-thirds majority of the returned written ballots sent to the entire voting membership; provided, however, that written or printed notice containing the text of all proposed amendments shall have been sent to each voting member, or published in the journal of the Association, at least 30 days prior to the Annual Convention and/or the return mailing date of the ballots; said proposed amendments shall be in order for discussion at the Annual Business Meeting at the Annual Convention, and may be amended in any manner pertinent to the original amendment by a majority vote of said Business Meeting and if so amended shall be voted upon by mail ballot in the form as amended by said Business Meeting, and if not so amended, they shall be voted upon by mail ballot as originally submitted.

*Section 2.* (no change from present Constitution, which reads) *Proposals:* Amendments to the Constitution may be proposed in writing by the Executive Board, by the Committee on Constitution and By-Laws or by any twenty-five members of the Association, except that proposals originating in the aforesaid Committee shall be reported first to the Executive Board.

*Section 3.* (to be replaced by the following) *By-Laws:* By-Laws may be adopted or amended by the same procedure as outlined in Article VII, Section 1 and 2 for Amendment of the Constitution.

*Section 4.* Effective date of these amendments. These amendments to Article VII, Section 1 and 3, shall become effective immediately upon voting favorably on them at the Annual Business Meeting at which they are presented.

### SIGNED:

Carl H. Losse  
Mrs. Alice M. Schramm  
Anita J. Glienka  
Margaret Reynolds  
Ina M. Kuzel  
Esther G. Hamilton  
Evelyn Rapin  
Florence Markus

Mary K. Dempsey  
Julia P. Pavloff  
Mary I. Williams  
Ruth Shapiro  
Elizabeth Andersen  
Richard E. Krug  
Evelyn M. Tessman  
Frances L. Beckwith

Mamie E. Rehnquist  
Mary Ellen Winchester  
Beverly J. Hills  
Alice Battig  
Milton A. Drescher  
Genevieve H. Martin  
Katharine G. Mullen  
Frederick Wezeman  
Phoebe F. Hayes

# SLA Group Highlights

What better way of attracting potential new subscribers to the various Group *Bulletins* than the methods currently in use by a number of the Groups, namely, presenting papers which are of general interest!

An interesting paper entitled "Market Research," by Jeannette Thorne, of the Women's Advertising Club of Cleveland, is in the March 21, 1950, issue of the ADVERTISING GROUP *Bulletin*.

If you want to secure a copy of the excellent papers presented at the Work Simplification Clinic at the Los Angeles Convention last June, write to the *Bulletin* editor of the FINANCIAL GROUP, Elizabeth Knapp, Wall Street Library, New York University, New York 6. They are included in the latest

FINANCIAL GROUP *Bulletin* which is available at 50 cents a copy.

Description of a new course to train librarians for the science technology field is only one of the major highlights of the March *Sci-Tech News*. This course is in its second year at Carnegie Library School and is taught by Melvin J. Voigt.

The February issue of the TRANSPORTATION GROUP *Bulletin* contains the instructive paper on "Transportation Law" presented by Randolph Carr, legal counsel of the Southern Pacific Railroad Company at the Group meeting in Los Angeles last June.

SARA M. PRICE,  
*Group Liaison Officer and Chairman,*  
Group Relations Committee.

## Off the Press<sup>1</sup>

The sixth edition of the GUIDE TO THE MUNICIPAL GOVERNMENT OF THE CITY OF NEW YORK, by Rebecca B. Rankin, librarian of the Municipal Reference Library of New York, is now available. This revised 1950 edition is somewhat larger than the fifth edition which was published in 1942, and which has been out of print. Many changes in the City government have occurred in the past eight years and the 1950 edition includes all of these. The book consists of 166 pages and an up-to-date chart of the organization of the City government.

A new feature of the sixth edition is an introduction filled with general facts about the City that answer the most oft-repeated questions which come constantly to the Municipal Reference Library.

Copies of this edition of the GUIDE may be purchased in paper covers for \$1.50 from the Record Press, Inc., 214 William Street, New York 7, New York, or at the Municipal Reference Library. Copies are also available on loan from the Library or any public library in New York City.

\* \* \*

COLLIER'S ENCYCLOPEDIA is the first multi-volume set in the English language begun and completed since the close of the second World

War. Its twenty volumes undertake to systematize all of the knowledge significant to the English-speaking peoples. Its sequence is A-Z throughout nineteen volumes; the twentieth volume consists of a comprehensive index and the bibliographies. The latter were prepared under the direction of Robert Kingery, Readers' Adviser at the New York Public Library. In addition to 96 full-page color plates and 126 maps, there are over 10,000 black and white illustrations, charts and graphs. Pre-publication price to SLA members until early fall, 1950, will be \$125 prepaid. After publication of last volume, the price to SLA members will be \$149. (New York, N. Y., Collier's Encyclopedia, Crowell-Collier Building, 640 Fifth Avenue, 1950)

\* \* \*

Barbara Johnston, Librarian of the Division of Food Preservation, Commonwealth Scientific and Industrial Research Organization, Australia, has prepared a most comprehensive report of her visits to special libraries in England, France, Canada and the United States during 1948. In this eighty-one page survey, Miss Johnston, who was in this country under a Carnegie grant, not only gives a description of each library she visited but compares and discusses the library methods used in England and America. The subjects she covers include: Acquisition of Stock, Catalogues, Classification, Cataloguing Routines and the Production of Card Catalogues, Handling Different Types of Literature, Periodicals, Loan

<sup>1</sup> Where it is possible the Editor has given prices for publications noted in this section. The omission of a price does not necessarily indicate that the publication is free.



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The report, which may be borrowed from SLA Headquarters, is well worth reading, Miss Johnston has made a thorough study of the libraries she visited, picked out their pertinent characteristics, and has written her findings in a clear and concise manner.

## Have you heard....

### 1950 Transactions

Plans are being formulated to publish the 1950 Transactions in one volume immediately following the Convention, provided sufficient orders are received. The price of the Transactions will be \$4 or \$5 or less, depending upon printing and editorial charges and the number of orders received. Order blanks will be available at the Convention at Atlantic City in June but for the benefit of those who cannot attend, an order blank appears on page 197 of this issue. Orders should be sent to SLA Headquarters, 31 East Tenth Street, New York 3, N. Y., not later than July 1, 1950.

### 1950 Election Ballots

Ballots and biographical information re nominees for office for 1950-1951 have been sent to all voting members. Be sure your ballot is correctly marked and returned to SLA Headquarters, 31 East Tenth Street, New York 3, N. Y. in the ballot envelope enclosed in the mailing using the covering envelope bearing on the outside your name and address. To be valid, ballots must reach Headquarters not later than May 22, 1950.

### Library Public Relations Council Meeting

The meeting of the Library Public Relations Council which was held in New York on March 2, 1950, attracted special and public librarians from the New York area and as far away as Hartford, Connecticut. The meeting was devoted to a panel discussion of "What Special Libraries are Doing About Public Relations." Elizabeth Ferguson, president of LPRC and librarian of the Institute of Life Insurance, presided over the panel and acted as moderator.

William P. Hughes, vice-president and secretary of the Savings Bank Life Insurance Fund, spoke on management's viewpoint of a special library.

Robert Grayson, librarian of the New York *Herald Tribune*, representing the special library in action, described the function of a newspaper library.

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Mrs. Kathleen B. Stebbins, secretary of the Special Libraries Association, reported on the publicity set-up of the Association.

Mary Louise Alexander, librarian of the Ferguson Library, Stamford, Connecticut, enumerated the differences and similarities in the public relations of special libraries and public libraries.

The meeting was considered a significant one in that it marks the beginning of a more expansive view of library service with its attendant cooperation between special and public librarians.

### **Mary Anglemeyer Attends Bangkok Conference**

A report of the Bangkok Regional Non-Governmental Organizations Conference held in February 1950 has just been received at SLA Headquarters. The report was written by Mary Anglemeyer who attended the Conference as a member of the staff of the U.S.I.S. The Conference was largely devoted to a discussion of problems of information and public opinion about the United Nations. SLA members will find this material interesting reading and may borrow it from SLA Headquarters.

### **SLA Represented at Session of American Chemical Society**

Two SLA members were represented on the program of the General Session of the Division of Chemical Literature of the American Chemical Society held in Detroit in April 1950. Ruth Power, librarian of the Chemistry Library of the University of Illinois, and a member of the Illinois Chapter SLA, collaborated with Dr. M. G. Mellon of Purdue University in preparing a paper entitled "Searching Less Familiar Periodicals," which Dr. Mellon read on Tuesday, April 18. On the following day, Lucy O. Lewton, librarian of the Celanese Corporation, spoke on "Contributions of the Special Libraries Association to Searching." Miss Lewton is a member of

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the New Jersey Chapter, SLA., and a former chairman of the Science-Technology Group.

## **Library of Congress Sesquicentennial**

The 150th Anniversary of The Library of Congress, on April 24, 1950, was marked by the opening of the Sesquicentennial Exhibitions followed by a reception in the Great Hall of the Library. Many illustrious guests were present, including members of Congress, heads of independent Government agencies, the diplomatic corps and others.

The Exhibitions portray the history of the Library in the last century and a half since its founding in 1800.

Also on April 24, an extensive and varied exhibition entitled "The District of Columbia", commemorating the establishment of the permanent seat of the Federal Government, was opened in the South Gallery. Both exhibitions will remain on display throughout the year.

## **SLA Member to Conduct European Study-Tour**

"Libraries and Literary Landmarks" is the title given to a world study-tour for librarians and booklovers starting August 25, 1950. The tour, under the auspices of Columbia University Travel Service, will be conducted under the leadership of Fanny Goldstein, librarian of the West End Branch of the Boston Public Library. The itinerary includes visits to Italy, Israel, Switzerland, France and England and the inclusive fee is quoted at \$1549. Interested persons may write to World Studytours, 2960 Broadway, New York, for further details.

## **Montreal Conference**

The Fifth Annual Conference of the Canadian Library Association is to be held in Montreal, June 9th to 15th, 1950, to discuss "Inter-Relations: the Library and its Community." Conference headquarters will be the Mount Royal Hotel. CLA extends a cordial invitation to all SLA members to attend. Pre-Registration forms and programs may be obtained on request from the Canadian Library Association headquarters, Room 49, 46 Elgin Street, Ottawa, Canada.

## **Obituary**

### **G. Estelle Wheelless**

G. Estelle Wheelless, assistant librarian of the Technical Library of E. I. du Pont de Nemours & Company, Wilmington, Delaware, died January 30 in the Doctors' Hospital in Philadelphia. Before joining the du Pont Company, Miss Wheelless was children's librarian for seven years at the Westerly, Rhode Island,

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Public Library. At the time of her death, she was serving her second term as president of the Delaware Library Association. As a tribute to her, the Association is establishing the G. Estelle Wheelless Scholarship Fund to provide aid for Delaware students in library schools. Miss Wheelless was a member of the Science-Technology Group of SLA and of the Special Libraries Council of Philadelphia and Vicinity.

### **Edna Watkins**

Edna Watkins, head cataloger of the New York Historical Society, died suddenly at her home in New York on March 2, 1950. From 1917 to 1928, Miss Watkins was principal of the Milford, Connecticut, high school. She subsequently became librarian of the University of Cincinnati, resigning that position to join the staff of the New York Historical Society. Miss Watkins had been a member of SLA since 1940.

### **Employment Opportunities and Salary Range in Special Libraries**

*(Continued from Page 173)*

offer adequate support to men with families. He thinks this would be a welcome solution but unrealistic at present.

The recent conspicuous advances in library standards, says Mr. Munn, have come naturally from the inflationary factors which have raised the country's entire salary and price structure, and from the old law of supply and demand. There is evidence, he believes, that inflation has been halted, and that the shortage of librarians is on the way out. He thinks librarians should continue to struggle to bring all salaries up to the appropriate levels but points out that we shall no longer have those natural economic forces working for us. Mr. Munn concludes by stating: "Economic conditions and the status of libraries in American life make it certain that librarianship will offer proportionately few salaries which are adequate for the proper support of a family. Throughout the predictable future, it is sure to be mainly a woman's occupation. It should, therefore, be kept attractive to the ablest of women. We must have men

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## **Whitaker's Four-Year Cumulative Booklist, 1944-1947**

THIS OUTSIZE BASIC CATALOGUE did not actually come off press until late last summer. It is the only COMPLETE index of British books. It lists all books published in the United Kingdom in the years 1944-7, arranged by author and by title, with details as to subtitle, size, number of pages, price, date, classification and publisher. 37,985 books are indexed. There is also a complete list of British publishers with addresses. Price \$25 net postpaid.

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for many positions, to be sure. But let us make certain that they are men who give every promise of raising the standard and prestige of the profession as a whole, and not those who are merely seeking a shabby security in positions to which able women should advance."

## Conclusion

The outlook for the future for special librarians is somewhat uncertain. We hope to keep our salary advances and to have increased opportunities for special library work. I would, therefore, make the following suggestions: (1) Emphasize quality and not quantity in recruiting; (2) Be sure the library schools are informed as to the type of librarians needed in the special library field; (3) Sell business on the importance of special libraries in research so that business concerns needing libraries, but now without them, will establish them; (4) Carry on a continuous public relations program in your company as to the value and money-saving qualities of your library; (5) Let your Chapter and Headquarters know of opportunities for new libraries in your area and of openings for librarians as they occur. If we all work together, there is no reason why the special library field cannot have just as excellent a future as its past.

## A REALISTIC APPROACH TO SPECIAL LIBRARIANSHIP

(Continued from page 161)

tool. However, the student often spends entirely too much time cataloging in library schools. I cannot help wondering whether a single course running through an entire year, covering acquisition and preparation of books and periodicals, would not be the answer for most special librarians.

In regard to subject specialization, there is an obvious question which needs answering, i.e., to do reference

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work in a technical library, doesn't a special librarian have to know something of the subject in order to understand a client's question, let alone the answer? Of course he does, but he does not have to be an expert in the field. The answer lies in an adequate pre-library course. An individual planning to become a special librarian must make his decision early enough in his college career so that he can take the proper courses. If he plans to be in a technical industrial library, for example, his academic counselor should advise him to take physics, chemistry, mathematics and similar courses which will give him familiarity with the basic concepts in those fields. I believe this is the realistic approach to this question.

The pre-library course should also place special emphasis on languages. Although the leading library schools require a knowledge of French and

German for entrance, this requirement in many cases is not sufficiently stringent. As a result, many librarians, special as well as college and public, are not at all adequately prepared to handle literature which is not in English. The librarian without what an old German professor of mine called "Sprach Gefuehl" is pretty helpless as a research aid. It is not the business of the library schools to teach languages, but they should see to it that candidates have a real working knowledge of at least French and German before admitting them. Perhaps language examinations of the kind given to doctoral candidates would be one answer.

In summary, the special librarian should be primarily a bookman—a bookman expert in certain fields of literature. We are losing sight of this goal in trying to make him some sort of omniscient jack-of-all-trades.

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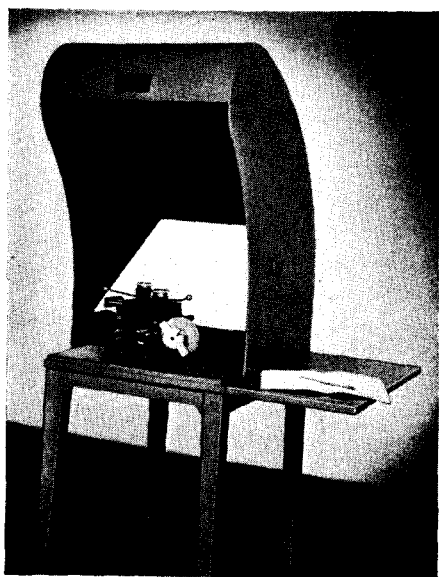
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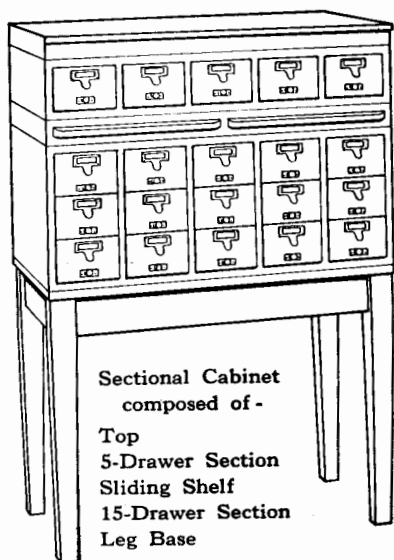
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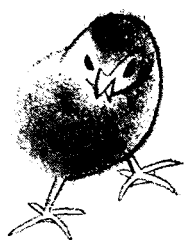
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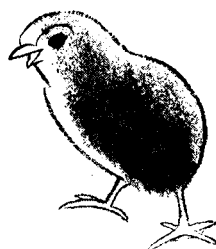
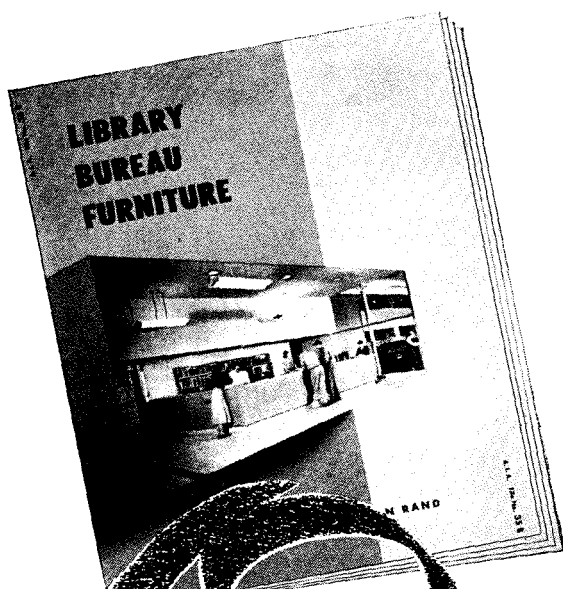
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